



State of New Jersey

DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

JON S. CORZINE
Governor

LUCILLE E. DAVY
Commissioner

April 16, 2007

Ms. Sylvia Lyles, Branch Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U.S. Department of Education
550 12th Street, SW
Potomac Center Plaza, Room 11053
Washington, DC 20202-7110

Dear Ms. Lyles:

Enclosed please find New Jersey's original, fully executed One-Year Career and Technical Education Transition Plan for Fiscal Year 2008, beginning July 1, 2007. Please note that the New Jersey State Board of Education resolution to adopt the transition plan is included as Appendix A of the plan. However, the signed original of the resolution is enclosed separately immediately following this cover letter.

The New Jersey Department of Education looks forward to the next step in working closely with its stakeholders, the career and technical education community, in developing the full Five-Year Career and Technical Education State Plan (FY 2008-FY 2013).

If there are any questions regarding the enclosed plan, please contact Rochelle Hendricks, state director of career and technical education, at 609-633-5850.

Sincerely,

A handwritten signature in cursive script that reads "Lucille E. Davy".

Lucille E. Davy
Commissioner

LED/JD/RH/lat/M:\NJ Transition Plan Transmittal letter.doc

Enclosures

c: Jay Doolan
Rochelle Hendricks
Sandra Streeter
Randy Trivette
Lori Thompson

www.nj.gov/education



STATE OF NEW JERSEY
STATE BOARD OF EDUCATION

Adoption
April 4, 2007

**RESOLUTION TO ADOPT THE
NEW JERSEY ONE-YEAR CAREER AND TECHNICAL EDUCATION
TRANSITION PLAN**

WHEREAS, in accordance with the Carl D. Perkins Vocational-Technical Education Act of 1998, the New Jersey State Board of Education adopted a five-year State Plan for Vocational and Technical Education on April 7, 1999, which expired June 30, 2004; and

WHEREAS, the U.S. Department of Education granted annual extensions of that plan through state fiscal year 2007, pending the reauthorization of the Carl D. Perkins Vocational-Technical Education Act of 1998; and

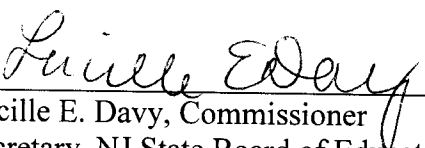
WHEREAS, the new Carl D. Perkins Career and Technical Education Improvement Act of 2006, which was enacted August 2006, requires the New Jersey Department of Education to submit a State Plan adopted by the New Jersey State Board of Education in order to receive federal funding;

WHEREAS, the reauthorized Perkins Act requires states to submit by April 16, 2007 either a full six-year state plan or a one-year transition plan to secure funding that will become available as of July 1, 2007, estimated at \$25 million for New Jersey for state fiscal year 2008;

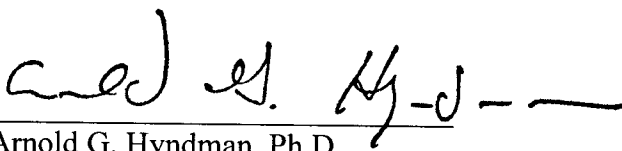
WHEREAS, the New Jersey Department of Education has determined that a one-year transition plan would offer the best opportunity to comply with established procedural deadlines and to implement a comprehensive and collaborative process for the subsequent development of a high quality five-year plan; now therefore be it

RESOLVED, that the New Jersey State Board of Education hereby adopts the New Jersey One-Year Career and Technical Education Transition Plan, which will serve as the basis for implementing career and technical education in New Jersey during state fiscal year 2008; and be it further

RESOLVED, that the New Jersey State Board of Education directs the Commissioner of Education to begin development of the full five-year State Plan for Career and Technical Education in New Jersey, which will involve broad stakeholder input to direct the future of career and technical education in the state.



Lucille E. Davy, Commissioner
Secretary, NJ State Board of Education



Arnold G. Hyndman, Ph.D.
President, NJ State Board of Education

U. S. Department of Education
Office of Vocational and Adult Education

* * * * *

The Carl D. Perkins Career and Technical Education
Improvement Act of 2006

STATE PLAN COVER PAGE

State Name: NEW JERSEY

Eligible Agency Submitting Plan on Behalf of State:

NEW JERSEY STATE DEPARTMENT OF EDUCATION

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: 

Name: Rochelle Hendricks

Position: State Director, Career and Technical Education; Director, Office of Vocational-
Technical, Career & Innovative Programs

Telephone: (609) 292-5850

Email: Rochelle.Hendricks@doe.state.nj.us

Type of State Plan Submission (check one):

- ☐ 6-Year Full Plan – FY 2007 – FY 2013
☒ 1-Year Transition – FY 2007 – FY 2008

Special Features of State Plan Submission (check all that apply):

- ☐ Unified - Secondary and Postsecondary
☐ Unified - Postsecondary Only
☐ Title I only (*All Title II funds have been consolidated under Title I*)
☒ Title I and Title II

NEW JERSEY ONE-YEAR CAREER AND TECHNICAL EDUCATION TRANSITION PLAN

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PART A: STATE PLAN NARRATIVE

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

2. *Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—*

(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

- i. Incorporate secondary education and postsecondary education elements;**
- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

Background

This planning process, which has placed strong emphasis on linking career and technical education (CTE) to the New Jersey Core Curriculum Content Standards (NJ CCCS), has been guided by the Mission of the New Jersey Department of Education (NJDOE), which is to:

“[P]rovide leadership to prepare all students for their role as citizens and for the career opportunities of the 21st century.”

Within that broad mission, the NJDOE believes that CTE is uniquely well positioned to help students achieve the goals of education by providing them with: the knowledge, attitude and skills to live and work as productive individuals who are successful in their careers, families, and communities; a rigorous academic and technical curriculum to prepare them to meet the challenges of a rapidly changing society; educational and student leadership experiences for personal and professional growth; and opportunities to apply academic knowledge and skills in meaningful contexts through partnerships with business, industry, and community.

The NJDOE also believes that the goals of CTE can and must extend beyond economic goals for students and the state. “Businesses that demonstrate environmental and social leadership, and share with their stakeholders the principles and practices they adopt, build public trust and strengthen their reputations and brands,” writes Samuel A. DiPiazza, CEO, PricewaterhouseCoopers (PwC), in the PwC report: “Corporate Responsibility: Strategy, management and value.” DiPiazza adds, “Eco-efficiency and awareness of the social and economic impacts of business operation are essential to business in the 21st century.”

In that same report, Sunil Misser, Global Leader—Sustainable Business Solutions, PwC, writes, “[W]e need better businesses—businesses that are properly managed; businesses that behave in a socially, environmentally and economically responsible manner. [T]here is mounting evidence that companies that act in a responsible manner consistently do better than others in the long run. [T]he rationale for doing business is surely not just to make money; it is to make money to do more for the betterment of life.” We must ready students to be educated, prepared, and adaptable in the workplace and in the community to effectively address the common challenges that businesses, other employers, and society as a whole face now and will increasingly face in the future.

Therefore, the focus of CTE, as with education generally, must be on the student from a social and economic perspective, as implied by the NJDOE Mission Statement. This philosophy is also consistent with the purpose of the reauthorized Perkins Act, which seeks to broaden the conception of “programs of study” beyond preparing students for specific occupations, while at the same time maintaining a clear focus on preparing students for high-wage, high-skill, or high-demand careers.

Framework

New Jersey has adopted the States’ Career Clusters model, which represents groupings of occupations based on commonalities that link what students learn in school with the knowledge they will need for success in college and careers. As such, the NJDOE will implement CTE programs of study that are consistent with this model (clusters listed below), their associated pathways, and the corresponding 81 pathways, as developed by the Career Clusters Institute (www.careerclusters.org). The 16 Career Clusters are:

- Agriculture, Food, & Natural Resources;
- Architecture & Construction;
- Arts, A/V Technology & Communications;
- Business, Management & Administration;
- Education & Training;
- Finance;
- Government & Public Administration;
- Health Science;
- Hospitality & Tourism;
- Human Services;
- Information Technology;
- Law, Public Safety, Corrections & Security;
- Manufacturing;
- Marketing, Sales & Service;
- Science, Technology, Engineering & Mathematics; and
- Transportation, Distribution & Logistics.

Priorities

In developing its specific priorities for CTE, the NJDOE paid particular attention to the priorities established by New Jersey Governor Jon Corzine in his recently issued *Economic Growth Strategy for the State of New Jersey 2007*. The six priorities in the Governor's Strategic Plan are:

- Priority #1:* Market New Jersey for economic growth by partnering with the state's businesses and helping them to grow and prosper;
- Priority #2:* Develop a world-class workforce by assisting the state's students and job seekers to obtain the skills and education needed in a competitive global economy;
- Priority #3:* Promote sustainable growth with a particular emphasis on the state's cities and make strategic infrastructure investments to support economic growth while protecting the environment;
- Priority #4:* Nurture the development of new technologies, and ensure that the state continues to be a leader in innovation;
- Priority #5:* Encourage entrepreneurship and the growth of small, minority-owned, and women-owned businesses; and
- Priority #6:* Enhance the global competitiveness of New Jersey's businesses.

In consideration of the Governor's priorities, the NJDOE has established a set of focused and forward-thinking priorities for CTE activities that is supportive of the Governor Corzine's *Economic Growth Strategy*. These priorities are as follow:

CTE Priority #1: Science, Technology, Engineering and Mathematics (STEM) Education

Strengthen skill development of New Jersey's CTE students specifically in the areas of science, technology, engineering, and mathematics to ensure success at the postsecondary level and long-term, high-wage, high-skill, or high-demand career opportunities for students particularly in New Jersey's burgeoning high tech sectors. This will also include preparation of students for work in fields of new and emerging technologies to support sustainable environmental and community development, as well as preparation of students for expanding agricultural related careers in the state.

Examples of STEM related initiatives to be supported:

- Innovation Partnership Institutes;
- High Schools That Work Initiative;
- Project Lead The Way;
- New Jersey Agricultural Education Development Initiative;
- National Curriculum of Agricultural Sciences Education Initiative;
- Geospatial Technologies Initiatives; and
- Sustainability Career Track Initiative.

CTE Priority #2: Education Reform

Promote CTE throughout the state as an important and viable high school reform model that links academic achievement, technical skill development, and student leadership in a contextual learning environment, as well as links CTE to New Jersey's High School Redesign Initiative and to the America Diploma Project (ADP). Through this priority, the NJDOE will also promote Advanced Placement (AP) courses in CTE programs to increase academic rigor.

Examples of Education Reform related initiatives to be supported:

- Shared-Time Vocational Schools Initiative;
- High Schools That Work;
- Career Academies;
- Service Learning; and
- Structured Learning Experiences.

CTE Priority #3: Nontraditional Careers

Promote the expanded participation of students in the exploration of and preparation for nontraditional careers to allow all students to satisfy their personal interests and make the best use of their particular knowledge and skills, while at the same positioning the students to take advantage of critical growth areas in New Jersey's economy.

Examples of Nontraditional Career related initiatives to be supported:

- Nontraditional Career Resource Center; and
- Gender Equity Activities with the State Employment and Training Commission.

CTE Priority #4: Developmental Career Counseling

Support strong developmental career counseling programs to promote career preparation and life-long learning.

Examples of Career Counseling related initiatives to be supported:

- School Counseling National Leadership Cadre Initiative (NLC).*

* The NLC is a national coalition of state leaders who are committed to promoting statewide systemic reform in school counseling through partnerships that connect career development education and academic achievement. Current Cadre members hail from 10 states that have demonstrated strong leadership in forging collaborative partnerships between their state departments of education and career resource networks, as well as their state school counseling associations and school counselor preparation programs. The NLC works to identify, document, and disseminate promising practices and approaches in career development education (CDE). Their work also addresses defining outcomes for school counseling programs and refining accountability practices. The NLC is dedicated to nationwide implementation of comprehensive developmental school counseling programs that are focused on promoting life and career development and student achievement through partnerships between state government agencies, state school counseling associations, and institutions of higher education.

CTE Priority #5: Collaboration and Partnership Development

Support career-related educational opportunities through the development and expansion of school/business/community partnerships that allow CTE students to apply their skills and knowledge for the benefit of the communities in which they live, while also helping to build stronger ties between students and their local communities within the state. Collaboration and partnership development is an overarching priority that will extend across a broad range of CTE activities to be supported by the NJDOE.

Examples of Collaboration and Partnership-Based initiatives to be supported:

- Innovation Partnerships Grants (with the New Jersey Department of Labor and Workforce Development and the New Jersey Commission on Higher Education);
- National Curriculum of Agricultural Sciences Education Initiative with the New Jersey Department of Agriculture and the National FFA;
- High Schools That Work with the Southern Region Educational Board;
- Sustainability Career Track Initiative with The College of New Jersey/Municipal Land Use Center;
- Cumberland County CCTI Partnership (with Cumberland County College, secondary schools, and workforce development);
- School Counseling National Leadership Cadre with the USDOE, the National Center for School Counseling Outcome Research at the University of Massachusetts, and the Massachusetts Department of Education;
- New Jersey Chamber of Commerce Initiative: Learn More, Earn More, Do More (formerly, State Scholars Initiative); and
- Collaborations with trade unions for student apprenticeship placements.

CTE Priority #6: Professional Development and Technical Assistance

Promote rigorous curricula and high quality teaching, administrative, and counseling skills are critical to the success of any CTE program of study. Without these two essential components, the availability of high-tech equipment in the classroom and opportunities for students to attain high-skill, high-wage, or high-demand careers in the economy are meaningless. The NJDOE is committed to ensuring ongoing support of teacher, administrator, and counselor development to meet the changing needs and demands of communities and the economy. Additionally, the department will examine ways in which it can have a greater impact upon the preparation and pre-service of CTE teachers, including alternate route teachers. The NJDOE will also look at CTE certification requirements to determine whether teacher shortages arise from such requirements and whether those requirements need to be reexamined.

Further, whereas professional development is focused on improving the skills of the individual teacher, technical assistance is focused more broadly on improving the performance of local recipients' CTE programs. Both are essential to the overall success of New Jersey's CTE system.

Examples of Professional Development and Technical Assistance initiatives to be supported:

- Professional development will continue to be provided for schools in the High Schools That Work state network on such topics as: integrating career and academics; increasing rigor; use of technology; and contextual learning;
- Professional development is also a requirement for school electing to be part of Project Lead The Way (PLTW); teachers are required to attend summer institutes prior to receiving certification to teach courses);
- Data-driven decision making in student support services; and
- Technical assistance to local recipients to guide them in developing and implementing rigorous, high quality CTE programs of study.

CTE Priority #7: Student Leadership Development

Support students in assuming leadership roles to serve four critical functions: (1) increase student commitment to their education (retention); (2) increase student achievement; (3) offer experience in a critical skill area sought after by employers; and (4) increase student commitment to their communities by providing opportunities to increase student citizenship responsibility.

Examples of Student Leadership Development initiatives to be supported:

- Career and Technical Student Organizations;
- Structured Learning Experiences;
- Service Learning;
- Student Mentoring; and
- E-mentoring.

Key Transition Year Activities

During the transition year, specific activities will be implemented to assist local recipients in developing more academically and technically rigorous CTE programs of study. These activities will be conducted in accordance with New Jersey State Board of Education priorities and with the input of the New Jersey Career and Technical Education Advisory Council, which is a standing body with partners external to the NJDOE.

First, the department will conduct an inventory of all eligible recipients, including: county vocational schools, comprehensive high schools, charter schools, state agencies, and institutions of higher education to identify all current courses, their sequencing, and their role in a career pathway/program of study under the appropriate Career Cluster. Academic and technical aspects will also be reviewed, and a rubric will be designed indicate criteria and required to meet New Jersey's standard for identification as a "program of study."

Upon completion of an assessment of the inventory results, the NJDOE will conduct on-site visits to review those CTE offerings that appear to meet the highest standards of a "program of study" in order to verify the status of those offerings. Also as a result of the inventory process, the NJDOE will identify model CTE programs of study to use in the Five-Year State Plan for Career and Technical Education as models for other districts to reference and adopt/adapt.

Further, the NJDOE will provide ongoing technical assistance and professional development opportunities throughout the year to assist county vocational schools and comprehensive high schools, charter schools, state agencies, and institutions of higher education in meeting the higher standards required for the designation of CTE program of study. Experts and other resources will be identified to assist eligible recipients in developing high standard programs of study and in upgrading existing CTE programs to the more rigorous programs of study.

Overall, the transition year will be characterized by, data collection, information gathering, and intensive technical assistance and professional development to ensure eligible recipients are aware of the new Perkins Act requirements and the new focus for CTE set forth by the NJDOE in this One-Year Transition Plan.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(b) How the state will, in consultation with eligible recipients, develop and implement career and technical programs of study described in (a) above.

The NJDOE will begin by identifying data that are currently available through the Vocational Education Data System (VEDS), the NJDOE Office of Equity and Equal Educational Opportunity, etc., which will inform the development and implementation process. Available data will be supplemented by an inventory (as described under 2(a) above) of programs and course offerings, as they relate to the Career Clusters and pathways, for all eligible recipients, including: county vocational schools, comprehensive high schools, charter schools, state agencies, and institutions of higher education to identify and determine the status of their current approved CTE offerings. This will inform the NJDOE regarding the need for technical assistance and professional development to ensure a clear understanding of the new, more rigorous standards for CTE programs of study, and to ensure the appropriate steps are taken by eligible recipients to develop and implement such programs of study.

The NJDOE will ensure ongoing communication with local recipients and will solicit regular feedback to determine needs and problem areas at the local level so that technical assistance and professional development activities can be further tailored. Also, as noted under item (a) above, the NJDOE will engage experts, as needed, to provide in-depth assistance to eligible recipients in addressing their particular and unique needs.

Additionally, through the identification of model programs of study, areas of effectiveness, and exemplary programs, the NJDOE will seek to develop collaborative arrangements between and among county vocational schools, comprehensive high schools, charter schools, state agencies and institutions of higher education so that the successful model programs of study can be discussed and shared directly at the local level. The goal will be to develop mentoring relationships between agencies implementing model programs and others.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(c) How the state will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

In accordance with CTE Priority #5: Collaboration and Partnership Development, the NJDOE will place strong emphasis on the development and implementation of articulation agreements between secondary and postsecondary providers of CTE. The formal articulation process can be a challenging one; therefore, technical assistance and ongoing support will be critical in the development of these agreements and will also ensure an understanding of the importance of value of such arrangements to the future success of CTE in the state. The NJDOE will also develop model articulation agreements that can be adopted/adapted for local use.

Additionally, at this time there is a heightened commitment to state-level articulation agreements in New Jersey. As this initiative moves forward, the importance of collaboration and partnerships will be formalized at the highest levels of state government and will serve as a model for all eligible recipients. State-level articulation agreements may also ease the burden on eligible recipients in developing their own local-level agreements. For example, collaborative arrangements between the NJDOE, the New Jersey Department of Labor and Workforce Development (NJLWD), and the New Jersey Commission on Higher Education (NJCHE) on the new Innovations Partnerships Grants initiative will be standard-setting and, hence, a particularly important model in this regard.

The NJDOE will also continue to support two additional important examples of state-level collaboration: NJ TRANSFER and NJ PLACE. The NJ TRANSFER initiative (www.njtransfer.org) supports students' transition from two-year to four-year institutions of higher education through alignment of courses accepted for credit. The New Jersey Pathways Leading Apprentices to a College Education (NJ PLACE) initiative has shown much promise (www.njplace.com). NJ PLACE is implemented under the leadership of the State Employment and Training Commission (SETC), the NJLWD, and the NJ AFL/CIO, and represents a collaboration including New Jersey's 19 community colleges, the NJDOE, several other state agencies, and organized labor. This initiative has already developed a statewide model to award college credit for participating registered apprenticeships in the building and construction trades.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.

Effective and sustained communication between eligible recipients and the populations and communities they serve is critical and will be a continued central focus of the NJDOE's activities and efforts to ensure that CTE programs meet or exceed the state adjusted levels of performance. In this regard, the NJDOE will encourage:

- all eligible recipients to make information available to the public regarding their CTE programs of study by publishing information in each eligible recipient's course selection guide and on each local recipient's website;
- all county vocational school districts to disseminate to all potential sending schools and to parents in their respective counties information regarding all of their CTE programs of study;
- all county vocational schools and their designated representatives to schedule regular opportunities, during school hours, to present information to students in local district schools in grades 6 through 12 about available CTE opportunities;
- all county vocational schools to communicate regularly with school counselors in the middle schools and comprehensive high schools about all shared-time and full-time CTE opportunities to facilitate students' and parents' ability to make informed decisions about participating in county vocational school programs;
- all comprehensive high schools offering career and technical programs of study to describe how they will communicate information about their programs of study to parents, students, and counselors in order to increase awareness of CTE opportunities, and to facilitate appropriate course selections by students; and
- additional strategies to make information about CTE opportunities available through both the county vocational school systems and comprehensive high schools, including:
 - Regular publications, including press releases in local newspapers;
 - Newsletters regarding student participation in programs and outcomes;
 - Regularly updated information posted on school websites;
 - Information and announcements on cable television;
 - Organized informational meetings with prospective students and their parents to describe programs;
 - Meetings with parents each year during course selection periods;
 - Open houses to showcase programs and to tour facilities; and
 - Presentations at parents' meetings.

The NJDOE will also provide information on its state website on all of New Jersey's approved CTE programs of study, as well as related program performance data in order to keep constituents informed of program descriptions, requirements, and related outcomes. When model programs of study have been identified, detailed information on these programs of study will be posted on the NJDOE website. Additions to the existing information on the NJDOE website will be explored to determine how to enhance the types and quality of data made available to the public.

Further, the County Superintendents Roundtable and local Workforce Investment Boards (WIBs) will be used as forums for the dissemination of information about CTE programs of study offered by eligible recipients.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the State, to develop, improve, and expand access to appropriate technology in career and technical education programs.**

As noted in the discussion of “Framework” under item 2(a) above, the secondary and postsecondary CTE programs of study to be carried out will be guided by the Career Clusters model and, more specifically, the corresponding 81 pathways developed by the Career Clusters Institute. New Jersey is committed to using the Career Clusters model, and the corresponding identified programs of study, as the framework within which local recipients and the state will develop, improve, and expand CTE offerings. (Note: As part of the five-year planning process, a focus on specific Career Clusters and programs of study will be developed based on in-depth stakeholder input.)

Within this framework, the NJ CCCS for Technology Literacy will be emphasized. Local school districts throughout the state, including county vocational schools, comprehensive high schools, and charter schools are required to meet the two Technology Literacy standards, as follow:

8.1 Computer and Information Literacy

- A. Basic Computer Tools and Skills**
 - Keyboarding
 - Word processing
 - Internet usage
 - Spreadsheets
 - Database concepts and usage
 - Publications and presentations
- B. Application of Productivity Tools**
 - Social aspects
 - Information access and research
 - Problem solving

8.2 Technology Education

- A. Nature and impact of technology**
- B. Design process and impact assessment**
- C. Systems in the designed world**

A complete description of the Technology Literacy standards can be found on the NJDOE website at: www.state.nj.us/njded/aps/cccs/tech.

Additionally, each local school district in the state is required to submit to the NJDOE a local Technology Plan. Procedures for completing a local district Technology Plan can be found at: www.state.nj.us/njded/techno/localtech/loctechproc.htm. Together, the Technology Standards

and the required local Technology Plans, demonstrate the NJDOE's commitment to technology education.

Further, and in accordance with CTE Priority #1: Science, Technology, Engineering, and Mathematics (STEM) Education, the NJDOE recognizes technology literacy as a critical component of most, if not all, CTE programs/programs of study. In a technology-rich and technologically-demanding world, the state and local recipients are under increasing pressure to ensure the availability of appropriate tools of technology, as well as to ensure the availability of well-prepared educators to instruct students in the effective use of those tools. New Jersey, as a hub of scientific and technological innovation, is acutely aware of the need to ensure that all CTE programs/programs of study are appropriately designed and implemented to meet these technological needs and demands.

The specific CTE programs of study to be carried out at the local and state levels to develop, improve, and expand access to appropriate technology will include, but not be limited to, the following:

- **Innovation Partnership Institutes**

The NJDOE will continue its collaboration with the NJCHE and the NJLWD to develop formal relationships with industry in order to better respond to the educational and workforce challenges of a rapidly-changing economy. Institutionalizing an ongoing dialogue between industry leaders and education leaders provides an opportunity for county vocational schools, comprehensive high schools, charter schools, state agencies, and higher education institutions to keep their curricula relevant and current so that students and workers can acquire skills and knowledge that will be valued in the workplace.

Through an initial competitive grant opportunity, state government is serving as an intermediary to encourage substantive partnerships between the state's business community and educational system. Such collaborations will result in establishing Innovation Partnership Institutes for major industry sectors identified by the Governor's Office of Economic Growth as offering current employment opportunities in jobs that provide high wages, good benefits, and a viable career ladder within the industry, including: Information Technology, and Bio-Technology/Pharmaceutical.

- **High Schools That Work (HSTW) Initiative**

The NJDOE will continue and expand its implementation of its High Schools That Work (HSTW) initiative. The goal of this initiative is to provide the opportunity for high schools to join the HSTW network, which is a national effort to engage state, district, and school leaders and teachers in partnership with students, parents, and the community to improve the way that high school students are prepared for work and further education. The HSTW initiative seeks to advance the mathematics, science, communications, problem-solving, and technical achievement of students by providing a framework of goals, key practices, and key conditions for accelerating learning and setting higher standards.

- **Project Lead The Way (PLTW)**

The NJDOE will continue its participation in the nationally-recognized Project Lead The Way (PLTW) program. The national PLTW has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. The courses are:

- Introduction to Engineering Design
- Digital Electronics
- Principles of Engineering
- Computer Integrated Manufacturing
- Civil Engineering and Architecture
- Biotechnical Engineering (in development)
- Aerospace Engineering (in development)
- Engineering Design and Development

Introduction at this level will attract more students to engineering, and will allow students, while still in high school, to determine if engineering is the career they desire. Students participating in PLTW courses are better prepared for college engineering programs and more likely to be successful, thus reducing the attrition rate in these college programs, which currently exceeds 50 percent nationally. At present, more than 30 New Jersey schools are part of the PLTW Network.

- **New Jersey Agricultural Education Development Initiative**

The NJDOE will continue its collaboration with the New Jersey Department of Agriculture (NJDA) in the implementation of the New Jersey Agricultural Education Development Initiative. This initiative addresses the implementation of activities that prepare agricultural education students (grades 9-12 and postsecondary) for employment in the state's agricultural and food industries. Critical to the success of this initiative is the alignment with and integration of the NJ CCCS, including science, technology, and mathematics standards, into all components of the curriculum. The initiative provides for the development of an interactive information and data system to provide agricultural education programs the means to align instruction with the latest agricultural science and technology and to share new interactive technology with the local agricultural industry.

- **National Curriculum of Agricultural Sciences Education (CASE) Initiative**

The NJDOE, in collaboration with the NJDA, will continue its support of the National Curriculum of Agricultural Sciences Education (CASE) Initiative of the National Council for Agricultural Education. The CASE model, based on the Project Lead The Way model, ensures:

- Alignment with Science, Technology, Engineering and Mathematics (STEM);
- Alignment with the Agricultural Education model and includes rigorous and relevant curriculum, Supervised Agricultural Experience (SAE), and FFA for all students in the program;
- Solid preparation of students for successful work at the postsecondary level;

- A rigorous professional development sequence for instructors;
 - Adoption of the Agriculture, Food and Natural resources (AFNR) Pathways from the Career Clusters model; and
 - Endorsement from Project Lead The Way (PLTW).
- **Geospatial Technologies Initiatives**
The NJDOE will continue its collaboration with the NJDA in introducing cutting edge geospatial technologies to teachers in approved agricultural programs at the secondary and postsecondary levels across the state. Geospatial technologies, *e.g.*, geographic information systems (GIS), global positioning systems (GPS), remote sensing, and photogrammetry, are new and rapidly growing technologies that have important implications and applications across a wide range of career fields. The NJDOE will also identify to expand the introduction of geospatial technologies beyond the agricultural and natural resources fields to allow for broader CTE student preparation in the use of these technologies.
 - **Sustainability Career Track Initiative**
The NJDOE will continue its collaboration with The College of New Jersey's Municipal Land Use Center (MLUC @ TCNJ) in the implementation of a Sustainability Career Track Initiative (SCTI). This innovative initiative seeks to establish partnerships between county vocational school districts and New Jersey municipalities in order to provide opportunities for students to obtain hands-on career training and education in areas critical to sustainable community development. The SCTI will enhance existing CTE programs by providing students with opportunities to apply their knowledge and specialized technical skills in hands-on experiences to improve the quality of life within their own communities. This broad contextual approach will allow students to gain a unique perspective on CTE that go beyond preparation for specific careers and that will offer long-term, viable employment opportunities with a solid science and technology foundation.

Further, in an effort to expand access to appropriate technology in CTE programs, the NJDOE will provide professional development opportunities throughout the year and will continue to promote local recipient use of the department's established New Jersey Professional Education Port (NJPEP) website. NJPEP provides statewide professional development opportunities and information designed to increase student achievement by enabling educators to understand and effectively implement the NJ CCCS, which include Technology Literacy standards, as indicated previously. NJPEP will continue to offer professional development on the integration of technology in education to assist school districts in meeting these standards. Within NJPEP, teachers have an interactive space where standards-based classroom activities or professional development activities, including those activities relating to appropriate technology, can be collaboratively developed and shared with and by other teachers throughout New Jersey.

Career guidance counselors will also be encouraged to use technology in order to enhance opportunities related to academic and career counseling for students.

- 2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—**
- (f) The criteria that the state will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—**
- i. Promote continuous improvement in academic achievement;**
 - ii. Promote continuous improvement of technical skill attainment; and**
 - iii. Identify and address current or emerging occupational opportunities.**

The criteria to be used in approving eligible recipients for funds under the Perkins Act fall into three broad categories: academic proficiency, technical skill achievement, and support of current or emerging occupations. These areas and their corresponding criteria are described below.

Academic Proficiency

Academic achievement at the secondary level in New Jersey is measured by the High School Proficiency Assessment (HSPA), as required by New Jersey law (N.J.S.A. 18A:7C-6.2). The HSPA measures student achievement in Language Arts Literacy and Mathematics. Each grantee's performance on the HSPA is compared to the statewide average performance and to the Final Agreed Upon Performance Levels (FAUPL) negotiated with the US Department of Education (USDOE), Office of Vocational and Adult Education (OVAE).

Using the HSPA results as the indicator, each grantee must show progress in either achieving state negotiated performance standards or maintaining high levels of performance. Proposed performance levels cannot be lower than reported performance. If reported performance is below the standard, the grantee will be required to specify strategies and activities that will be implemented to raise levels of academic achievement during the plan year. If performance is at or above the standard, strategies and activities must be provided that will allow the grantee to continue to meet or exceed the standards. A standard for academic achievement for postsecondary grantees is not required.

HSPA performance data reported via the Vocational Education Data System (VEDS) regarding the achievement of students in approved CTE programs provides important information that can be utilized to evaluate the quality of programs and to ensure accountability. Local CTE program staff must use student performance data in guiding future program improvements.

Technical Skill Achievement

Completers of approved CTE programs are also required to demonstrate mastery of the appropriate technical skills. Upon completion of an approved CTE program, students are required to take the appropriate end-of-program test. The test will be the appropriate state-licensure or employer-endorsed, industry skill examination, where such exists. If such an examination does not exist, the NJDOE requires, in descending order of acceptability:

- a nationally-validated test, such as the National Occupational Competency Testing Institute (NOCTI) Job Ready Assessments;

- a test generated from a national databank of test questions, such as the V-TECS test question data banks;
- a test verified by employers or experts in the field of study; or
- a locally-developed test which must be validated by a local employer or experts, other than the teacher in the career and technical area, as acceptable tools for evaluation of skill mastery.

As with academic attainment, each grantee must show progress in achieving state negotiated performance standards for the mastery of technical skills. Proposed performance levels cannot be lower than reported performance. If reported performance is below the standard, the grantee will be required to specify strategies and activities that will be implemented to raise levels of technical skill attainment during the plan year. If performance meets or exceeds the standard, strategies and activities must be provided that will allow the grantee to continue to meet or exceed standards.

Support of Current or Emerging Occupations

The NJDOE works with county-based Workforce Investment Boards (WIBs) to identify and support current and emerging occupations, and also supports the efforts of the state's Center for Occupational Employment Information (COEI). COEI, a member of America's Career Resource Network (ACRN), is a state agency that attends to the occupational information needs of CTE and employment and training program managers and policy makers and the career development needs of youth and adults by providing information on current and emerging occupations. Information and data provided by COEI and the NJLWD, Office of Labor Planning and Analysis is used to determine labor market demand and identify areas of career and technical training to be funded. (A searchable database is provided on the COEI website at: wnjpin.net/coei/.) For proposed career and technical programs not included on the local demand list, grantees will be required to provide the rationale with supporting documentation used to identify areas of career and technical training to be funded.

The NJDOE also supports the NJ Next Stop (www.njnextstop.org) initiative, developed by the State of New Jersey, Rutgers University, which identifies the skills necessary to be in demand in New Jersey industries, including health care, finance, construction, utilities, manufacturing, tourism, transportation, and information technology. The organization's research focuses on New Jersey industries, but most of the skill and job information applies to occupations wherever they are located. The NJ Next Stop website allows users to match their skills and interests with occupations that will be highly marketable when they are ready to enter the workforce. The website also lists and describes the various occupations within an expanding industry and provides statistical overviews that identify weekly earnings and projected growth within the industry.

The findings of the NJ Next Stop and Ready for the Job initiatives are based on over 30 focus groups and 80 interviews with employers and educators conducted during 2003. The John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey, with assistance from researchers from William Paterson University, Cumberland County College, and Mercer County Community College, conducted this research to identify the skills,

knowledge, and educational requirements of 74 select occupations and 11 job groups. The Heldrich Center and its research partners also identified the key trends in each industry that affect skill requirements and identified strategies for meeting the key workforce challenges of each industry. The local WIBs of Bergen, Cumberland/Salem, Hudson, Mercer, Atlantic/Cape May, and Passaic Counties and researchers from William Paterson University, Cumberland County College, and Mercer County Community College played a key role in recruiting employers and other project participants.

The information collected through this effort will be disseminated through a series of reports and through the NJ Next Stop website, which includes a searchable database of profiled occupations. Students and job seekers can use this information to make decisions about education and careers. Educational and training institutions can use this information to develop courses and programs of study that will provide individuals with necessary skills. Policy makers at the state level can use this information to ensure that government resources are invested in programs and efforts that will benefit individuals and businesses.

Additional employment information is available on the Occupational Information Network website at http://online.onetcenter.org/gen_search_page, and on the Career Information Section of Workforce New Jersey Public Information Network (WNJPIN) website at <http://wnjpin2.dol.state.nj.us/wnjpin/index.htm>.

2. *Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—*

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.

Of critical importance to CTE is ensuring that students, including students who are members of special populations, are well-prepared to meet all of the state's requirements for high school graduation to ensure that each student graduates with, at a minimum, a high school diploma. There are two primary considerations in this regard:

- ensuring student retention in secondary school programs; and
- ensuring rigorous academic preparation that will allow students to pass the required test for high school graduation.

With regard to student retention, the NJDOE will investigate current, relevant research regarding dropouts and dropout prevention, including research conducted by Franklin P. Schargel, educator and consultant, whose works include: *Strategies to Help Solve Our School Dropout Problem* (2001), and *Dropout Prevention Tools* (2004). Additionally, the NJDOE will review other salient research such as *The Silent Epidemic – Perspectives of High School Dropouts*, a report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation (March 2006). Based on such research, the NJDOE will be able to identify specifically how CTE can best be designed and implemented as a reform strategy to increase student retention. For example, according to *The Silent Epidemic*, “Nearly half (47 percent) [of

students surveyed who had dropped out of high school] said a major reason for dropping out was that classes were not interesting.” In this regard, CTE providers at the secondary level must design programs of study that meet the needs and interests of students in a relevant, contextual learning environment, while also providing the necessary support systems, *e.g.*, job coaching, transportation services, etc., to ensure appropriate student progress through a program of study. Additionally, the participation of school and worksite mentors can significantly increase a student’s commitment to education. A student’s sense of achievement and progression through a program of study is critical to retention.

Further, students are afforded the opportunity to participate in Structured Learning Experiences (SLEs), which are experiential, supervised, in-depth learning experiences designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters. SLEs are rigorous activities that are integrated into the curriculum and provide students with opportunities to: demonstrate and apply a high level of academic attainment; develop career goals; and develop personal/social goals. Therefore, participation in SLEs will allow students to make immediate use of their acquired knowledge and skills which will help to build on the notion of relevance of learning to the ‘real world’ and, thus, provide additional incentive for students to remain in school.

Retention issues relating to students who are members of special populations require particular consideration. In this regard, secondary providers of CTE must ensure that programs of study and appropriate support services are clearly linked with a student’s Individualized Education Plan (IEP). This will allow students who are members of special populations to also gain a sense of achievement as they progress through a program of study, thereby increasing the likelihood that those students will remain in school and earn a high school diploma.

The next factor is ensuring that the program of study is sufficiently rigorous to prepare participating students to meet all of the graduation requirements to earn a high school diploma. In this regard, the NJDOE will place a renewed emphasis on high quality CTE programs of study that are linked to rigorous academics and embedded real world applications of knowledge and skill. This contextual-based learning approach also drives retention and, ultimately, improves success rates for all students (CTE and non-CTE) on high school graduation tests. In order to ensure high quality CTE programs of study, the NJDOE will provide specific and ongoing technical assistance to local school districts and professional development for CTE teachers and administrators on how to develop programs of study under the Career Clusters/Career Pathways model to create opportunities for successful student transition from secondary school.

To ensure that programs at the secondary level prepare CTE students, including students who are members of special populations, to graduate from secondary school with a diploma, the NJDOE will also establish a focus on the importance of career development in promoting student achievement, in accordance with CTE Priority #4: Developmental Career Counseling. New Jersey is a member of the National Leadership Cadre (NLC) for school counseling, which is dedicated to implementation of comprehensive developmental counseling programs that are focused on promoting life-long career development and student achievement through partnerships between state government agencies, state counseling associations, and institutions of higher education. The provision of support services to students, as mentioned above, and

particularly through this career counseling initiative, will improve student retention as well as academic achievement.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(h) How programs at the secondary level will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.

As noted under item 2(g) above, ensuring that CTE programs of study are sufficiently rigorous is critical in preparing participating students to graduate and transition to careers and/or postsecondary education immediately after high school. Also as noted above in this regard, the NJDOE will place a renewed emphasis on high quality CTE programs of study that are linked to rigorous academics and embedded real world applications of knowledge and skill. This contextual-based learning approach will drive student retention and student success rates.

Additionally, in accordance with CTE Priority #5: Collaboration and Partnership Development, opportunities to develop collaborative arrangements (e.g., articulation agreements) between secondary and postsecondary providers, as well as between secondary providers and businesses, will greatly increase a student's options after high school. Therefore, the NJDOE will raise awareness of, and place renewed emphasis on, the need for collaboration and partnership development to provide students with opportunities for seamless transition into the workplace or into postsecondary education.

As described previously in this plan, NJ PLACE (www.njplace.com/) is a particularly good example of a collaborative initiative that opens educational and employment doors to students after completing high school. The initiative is implemented under the leadership of the SETC, the NJLWD, and the NJ AFL/CIO, and represents a collaboration including New Jersey's 19 community colleges, the NJDOE, several other state agencies, and organized labor. NJ PLACE has already developed a statewide model to award college credit for participating registered apprenticeships in the building and construction trades.

In accordance with CTE Priority #4: Developmental Career Counseling, and as described above, a solid support system of academic and career guidance and counseling will be essential in preparing students, including special populations students, for postsecondary education or entry into high-wage, high-skill, or high-demand careers in current or emerging occupations. New Jersey's membership in the NLC for school counseling will be critical in promoting broad-based academic and career guidance and counseling support systems at the secondary level for students and their parents. Such support systems will incorporate resources available through such entities and initiatives as the Center for Occupational and Employment Information (wnjpin.net/coei/), NJ TRANSFER (www.njtransfer.org/), and NJ Next Stop (www.njnextstop.org/), and will serve as the cornerstone of informational campaigns to raise awareness of parents and students regarding options after high school.

- 2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—**
- (i) How funds will be used to improve or develop new career and technical education courses—**
 - i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**
 - ii. At the postsecondary level that are relevant and challenging; and**
 - iii. That lead to employment in high-skill, high-wage, or high-demand occupations.**

At the local level, the expenditure of funds to improve or develop new CTE programs is a data-driven decision making process. Eligible recipients at the secondary and postsecondary levels are required to report performance data on all CTE students. These performance data are included as part of the Perkins local program application and each local recipient's performance is compared to the state adjusted levels of performance. (Local improvement strategies are embedded within the local program application.) For example, the local recipient's performance on academic achievement is measured by the passage rate on the New Jersey HSPA. (Note: Students must score at the "proficient" or "advanced proficient" levels in order to pass the HSPA. Specific indicators for proficiency and advance proficiency by subject area can be found on the NJDOE website at: www.nj.gov/njded/assessment/descriptors.) If the local recipient's passage rate falls below the state adjusted level of performance, the recipient must identify the activities and strategies it will implement, and support with funding, to raise the performance level.

Through this data-driven decision making approach, the NJDOE calls attention to the need for program performance improvement and requires the local recipients to identify the specific activities to be funded to ensure such improvement. At the secondary level, this approach ensures that new or improved CTE courses are aligned with the rigorous and challenging academic content standards and student academic achievement standards adopted by the State. Additionally at the secondary level, New Jersey encourages local recipients to explore models developed by such organizations as the National Academy Foundation (NAF) (www.naf.org/cps/rde/xchg), which the NJDOE has identified as rigorous. At the postsecondary level, this data-driven decision making approach ensures that new or improved CTE courses are relevant and challenging.

At both the secondary and postsecondary levels, accountability is critical in the use of funds to make clearly identifiable strides toward improved performance and linking plans for improvement to concrete outcomes that will result in better preparation of students for employment in high-skill, high-wage, or high-demand occupations. New or improved courses must also be supportive of the larger "Framework" (discussed under 2(a) above) of Career Clusters model and the corresponding programs of study.

At the state level, funds will be used to support new initiatives or the continuation of promising or proven successful initiatives, focusing specifically on initiatives identified under or supported by the seven CTE Priorities established in this One-Year Transition Plan.

2. *Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—*

(j) How the state will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement.

New Jersey is fortunate to have a great number of examples of superior CTE practices. Sharing and replicating successful (“best”) practices between and among successful recipients and other eligible recipients is essential for an efficient and well-functioning system of CTE. Therefore, in accordance with CTE Priority #5: Collaboration and Partnership Development, the NJDOE will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement.

The first step is to establish baseline criteria for what constitutes a “best practice.” In this regard, the NJDOE will use the transition year to collect data and information from local recipients in order to establish these baseline criteria. One of the key indicators that the department will look at during this year is student performance measure outcomes, *i.e.*, high student performance will be the foundational data component that will lead to the assessment of other factors critical to the identification of “best practices.”

Following initial data assessments, the NJDOE will conduct on-site visits of those school districts that rank high on critical data-driven criteria in order to obtain a more complete picture of a potential best practice in action. These visits will be conducted by teams of department staff and will include stakeholder representation. This approach will encourage sharing of information, and will allow the department to uncover more subtle elements of implementation that are not revealed through hard data.

After the criteria have been established and best practices identified, the NJDOE will proceed with facilitating and coordinating communication of best practices among local recipients. This process will include conducting professional development workshops specific to best practices, including where they exist, how they are implemented, how they are assessed, etc. The department will also establish plans for conducting a series of meetings among local school district personnel to discuss, in-depth, how replication of best practices can be achieved in different locations. Another strategy will be to highlight “showcase sites” to bring specific high achieving practices to the broad attention of New Jersey’s education community. Finally, as one other means of facilitating and coordinating communication among local recipients regarding best practices, the NJDOE will promote mentorship across school districts. This latter strategy may also include providing incentive grants to mentors to share best practices and to assist, on a more intense and focused level, partnering school districts in replicating those practices. The NJDOE will also use technology to share best practices information, including the department

website, webcasts, teleconferencing, etc. In all cases, the ultimate goal will be to maximize the opportunity and ability to replicate these practices statewide.

2. *Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—*

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.

To ensure the use of funds to effectively link academic and CTE at the secondary and postsecondary levels, the NJDOE will emphasize high achievement in the rigorous academic core and technical skill areas of CTE programs of study to ensure that students enter postsecondary education ready to achieve at a higher, more demanding level. This will occur, in part, as a result of the focus under New Jersey's CTE Priority #1: Science, Technology, Engineering, and Mathematics, and CTE Priority #2: Education Reform. Taken together, these two priorities will strengthen achievement by New Jersey's CTE students in critical academic subject areas to ensure success at the postsecondary level and long-term, high-wage, high-skill, or high-demand career opportunities for students particularly in New Jersey's burgeoning high tech sectors.

Additionally, in accordance with CTE Priority #5: Collaboration and Partnership Development, New Jersey will promote formal collaborative arrangements (*e.g.*, articulation agreements) between the secondary and postsecondary levels, in consultation with identified stakeholder groups during the five-year planning process, to offer secondary students the opportunity to earn college credit while still in high school through dual credit enrollment initiatives. Further, the department will encourage and support the collaboration and "teaming" of academic and career and technical teachers at the secondary and postsecondary levels to plan and prepare lessons in a coordinated manner allowing for a smooth transition of students from secondary to postsecondary education. The department will also encourage collaboration at the secondary and postsecondary levels on the development of new methods of program delivery, as well as on improvement of articulation transfer systems that address capacity constraints at two- and four-year colleges and universities throughout New Jersey. Recipients who are struggling to meet academic measures will be encouraged to work collaboratively with postsecondary partners to develop programs and strategies to facilitate postsecondary readiness.

As one example, New Jersey's Cumberland County High Schools That Work (HSTW) initiative provides the opportunity for Cumberland County College to lead a county-wide effort at engaging the four comprehensive high schools in Cumberland County (Bridgeton High School, Cumberland Regional High School, Millville High School and Vineland High School) and the county vocational school (Cumberland County Vocational School) in a process to more fully examine the HSTW framework as they work together to enhance transitions from high school to postsecondary education and careers. The HSTW key practices serve as a vehicle for enhancing student achievement and teaching and learning while all partners work together on developing career pathway concepts. This includes working with teams of teachers and leaders from each high school and the college to identify career pathways, develop course descriptions, and

benchmark the courses to those in the community college. HSTW has the expertise to provide guidance and direction to all stakeholders to implement enhanced strategies for more successful student transitions from high school to college and careers and to improve student performance at both the secondary and postsecondary levels.

Finally, in accordance with CTE Priority #7: Student Leadership Development, the NJDOE will continue to promote contextual learning through mentorships and structured learning experiences (SLEs), such as service learning and job shadowing, to encourage students to look and plan beyond their high school education for satisfying personal and career development opportunities.

2. Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(i) How the state will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

As part of the NJDOE's data collection process to identify "best practices" (see item 2(j) above), the department will also begin to assess the level of integration of coherent and rigorous content aligned with challenging academic standards in CTE programs. As a guide in this process, the NJDOE will examine the model established by the National Research Center for Career and Technical Education (NRCCTE) in its "Math-in-CTE" study to determine the applicability of this framework across academic-CTE subjects. The Math-in-CTE model has two essential aspects: (1) the "process," which involves building communities of practice that engage in long-term professional development, collaboration, and support; and (2) the "pedagogy," which begins with the CTE (not the math) curriculum and develops student understanding of math as a workplace skill through a theoretically based model designed to enhance transfer of learning.

The assessment will ask school districts to categorize the degree of integration of each academic subject using the following "contextual continuum" developed for the Math-in-CTE model:

Disconnected	Academic subject taught outside of CTE
Coordinated	CTE and academic teachers coordinate around themes
Context Based	Occupation is the context for delivery of traditional academics
Contextual	Academics emerge from occupational content

Based upon school districts responses and follow-up as needed, the department will group school districts according to the contextual continuum and will then determine if there are any patterns correlating the degree of academic integration with performance on the New Jersey's HSPA, which is used to determine student achievement in Language Arts and Mathematics as specified in the NJ CCCS. Additionally, the department will determine if there is any effect on technical skill achievement corresponding to the degree of academic integration by determining student achievement on technical skill assessments.

Key questions that the department will ask (in accordance with the NRCCTE model) and report as part of its Perkins Consolidated Annual Report are:

- Does enhancing the CTE curriculum with academic subjects increase student achievement in those academic subjects?
- Can we infuse enough of the academic subjects into the CTE curricula to meaningfully enhance the academic skills of CTE participants?
- How can this be done without reducing technical skill development?

Additionally, the department will conduct professional development training to guide school teams in various aspect of integration including, but not limited to:

- learning how to embed academic content into CTE courses;
- examining CTE teacher assignments to determine the potential embedded academic subject matter content;
- learning how to use an instructional design that enhances academic achievement through CTE instruction;
- learning how to assess students' academic subject awareness as it relates to CTE subjects;
- developing teacher assignments and instructional materials, and identifying related study materials that enhance mathematical learning related to projects and assignments in CTE courses;
- developing formal assessments to determine students' mastery of mathematical skills embedded in their CTE assignments;
- learning how to work with a learning community of academic and CTE teachers to plan integrated lessons, give each other support and feedback, and collect data on student achievement;
- identify related study materials that enhance academic knowledge relevant to projects and assignments in CTE courses; and
- learning the role of school leaders in achieving a school-wide focus on academic achievement aligned to high school and college- and career-readiness standards.

The NJDOE will pilot aspects of its plan for integration assessment during the transition year, and will fully develop its model and reporting mechanism for the assessment of integration of coherent and rigorous content aligned with challenging academic standards in career and technical programs during the five-year planning process. Stakeholder input in this phase of development will be critical.

8. *How local educational agencies, area career and technical education schools, and eligible institutions in the State will be provided technical assistance. [Sec. 122(c)(15)]*

In accordance with CTE Priority #6: Professional Development and Technical Assistance, the NJDOE recognizes that technical assistance, which focuses on improving the performance of local recipients' CTE programs, is critical to successful performance of CTE programs at county vocational schools, comprehensive high schools, and eligible state institutions. The first and most essential step in providing technical assistance is to identify the challenges, problems, and needs at the local level. As such, the department has begun development of a needs assessment

instrument to be implemented during the transition year to identify and assess the degree of local level needs in a variety of areas directly affecting CTE implementation, including the development of and full transition to rigorous CTE programs of study. After identifying the key challenges, problems, and needs, the NJDOE will develop a series of technical assistance workshops to address, in-depth, related topic areas to ensure the appropriate use of funds for development of quality programs and performance improvement.

On a more procedural and administrative level, the department will continue to provide technical assistance to eligible recipients on a regional basis regarding development of the programmatic and spending components of the local applications for Perkins funding. Additionally, technical assistance will continue to be provided on the state's Vocational Education Data System (VEDS) in order to ensure improved quality of data collection and reporting; analysis of data; and the state's new Electronic Web-Enabled Grants (EWEG) system. Technical assistance will be offered, where appropriate, with representation from the higher education and business/industry communities.

B. Other Department Requirements

1. Copy of the State's local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

A copy of the NJDOE's local applications for secondary and postsecondary eligible recipients, meeting the requirements in section 134(b) of the Act, is included in Appendix B, beginning on page 86.

2. The State's governance structure for career and technical education.

The NJDOE provides quality educational services for the state's K-12 and postsecondary education systems. In this regard, the department's mission is to provide leadership to prepare all students for their role as citizens and for the career opportunities of the 21st century.

Within that broad mission, the NJDOE serves as the lead entity for shaping the future of CTE in New Jersey for the continuous improvement of academic and technical achievement in CTE programs, and for the integration of career development for all students. Specifically, the Office of Vocational-Technical, Career and Innovative Programs, within the Division of Educational Programs and Assessment, provides leadership for the K-12 career education and counseling system and for CTE programs in secondary and postsecondary schools and colleges. The OVTCIP is also responsible for administering the funding provided under the Carl D. Perkins Vocational and Technical Education Improvement Act of 2006 (Perkins Act). In its role, the OVTCIP seeks to ensure high student academic achievement and technical skill development supporting opportunities for postsecondary education and training opportunities for economic self-sufficiency, as well as economic competitiveness for the state.

The director of OVTCIP serves as the State Director of Career and Technical Education, representing the Commissioner of Education on all bodies responsible for addressing CTE and how academic preparation and achievement of high academic standards through secondary and

postsecondary CTE support New Jersey's workforce development system, as administered by the NJLWD. The New Jersey State Board of Education (SBOE) also serves as the State Board for Vocational Education, is the agency responsible for the Perkins funds, and approves all plans submitted to the USDOE.

External to the NJDOE, the SETC, the NJLWD, representatives from business and industry, and representatives from the higher education community work in collaboration to administer the overall CTE system in New Jersey.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

- 1. *Describe the program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—***
 - (a) Will be provided with equal access to activities assisted under the Act;**
 - (b) Will not be discriminated against on the basis of their status as members of special populations; and**
 - (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]**

Equal Access and Non-Discrimination

To achieve the overriding purpose of public education through the unique approach offered by CTE programs, the NJDOE believes that all students must be valued equally and that all students must have equitable opportunities to learn, to be productive and economically self-sustaining, and to contribute through their work to the well-being of their larger communities. Consequently, the NJDOE takes particular interest in ensuring that the needs of students who are members of special populations are addressed and met.

Students who are members of special populations and other groups may access CTE programs and activities through a variety of delivery systems in New Jersey. For example, students may participate in programs and activities that are offered by their home school district, at their county vocational school district, at their county special services school district, and, in some cases, by an approved charter school or an approved private school for the disabled. New Jersey public school districts employ a variety of support services as required by a student's individual education plan (IEP) and by the Individuals with Disabilities in Education Act (IDEA). Additionally, the particular needs of students who are members of special populations are also addressed through CTE programs provided through NJDOE partner agencies, such as the NJ Department of Children and Families (NJDCF), NJ Juvenile Justice Commission (NJJC), and NJ Department of Corrections (NJDOC).

Currently, New Jersey Administrative Code (N.J.A.C.) 6A:7 – Equality in Educational Programs, applies broadly to all programs and initiatives administered and supported by the NJDOE. Specifically, these rules require each district board of education, including county vocational schools and comprehensive high schools, to develop a comprehensive equity plan once every three years to identify and correct all discriminatory practices and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff. A discriminatory practice is defined in the rules as “a policy, action, or failure to act that limits or denies equal access to or benefits from the educational activities or programs of a school, or that generates or permits injustice or unfair or otherwise inequitable treatment of students or staff on the basis of race, creed, color, national origin,

ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.”

Additionally, CTE programs that receive Federal monies are reviewed by the NJDOE for possible discrimination and denial of services on the basis of race, color, national origin, gender, or disability. The review is based on the “Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap,” (34 CFR Part 100 Appendix B). The Guidelines are issued by the USDOE, Office of Civil Rights.

Through vigilant implementation of these state and Federal rules, the NJDOE will be able to ensure that members of the special populations are provided with equal access to activities assisted under the Act; and are not discriminated against on the basis of their status as members of special populations.

Program Strategies for Special Populations

As noted under 2(g) under subsection A. above, retention issues relating to special population students will require particular consideration. In this regard, secondary providers of CTE must ensure that programs of study and appropriate support services are clearly linked with a student’s Individualized Education Plan (IEP). This will allow special population students to also gain a sense of achievement as they progress through a program of study, thereby increasing the likelihood that those students will remain in school and earn a high school diploma.

In accordance with CTE Priority #4: Developmental Career Counseling, the NJDOE will also enhance its focus on career guidance and counseling to meet the needs of students who are members of special populations to ensure their retention and success in CTE programs. In doing so, the NJDOE offices of Vocational-Technical, Career and Innovative Programs, Program Support Services, Equity and Equal Educational Opportunity, and Special Education will collaborate to ensure broad consideration of the diverse needs of varying special populations. New Jersey’s participation in the School Counseling National Leadership Cadre could also support a broader vision of developing a comprehensive system of student support services. Further, the NJDOE will collaborate with other appropriate state agencies to draw on the expertise of professionals who work with members of special populations to ensure a broad framework of support for the students.

Specifically with regard to gender equity, the NJDOE is partnering with the National Women’s Law Center (NWLC) to conduct a comprehensive compliance review of CTE programs to help ensure that all students have access to high quality CTE opportunities, including those nontraditional for their gender. New Jersey’s laws, which are among the most comprehensive in the country, provide the NJDOE with a unique opportunity to help school districts better understand and address the barriers to student enrollment and retention in nontraditional courses. The NJDOE will also continue to coordinate with the Gender Parity Council and the Nontraditional Career Resource Center (currently housed at Rutgers, The State University of New Jersey) to develop specific strategies to address improving New Jersey’s performance in meeting the state’s indicators in nontraditional participation and completion.

Finally, the NJDOE will coordinate with the appropriate internal offices to address specific CTE issues related to limited English proficiency students.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

- 1. Describe procedures the state will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]*

The procedures for obtaining input from eligible grant recipients for measurement definitions and approaches are established by the accountability team of the Office of Vocational-Technical, Career and Innovative Programs for the purpose of compliance with the new Perkins Act and for consistency with previous measurement definitions and approaches. The new procedure will also align performance measurement with the No Child Left Behind Act (NCLB). In this regard, the State Director of Career and Technical Education will hold a series of meetings with stakeholders in CTE in New Jersey. Specifically, the director will meet with representatives from a variety of stakeholder organizations which may include, but not be limited to, the New Jersey Council of County Vocational-Technical Schools (NJCCVTS), the New Jersey Council of County College Presidents (NJCCCP), the NJCHE, the SETC, the Vocational Education Association of New Jersey (VEANJ), the New Jersey Vocational Administrators and Supervisors Association (NJVASA), and the appropriate NJDOE offices. The purpose of the meetings will be to develop plans jointly to meet the requirements of the Perkins Act and to ensure that CTE in New Jersey meets the challenges of the 21st century.

- 2. Describe the procedures the state will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]*

To obtain input from eligible recipients on establishing state adjusted levels of performance, the State Director of Career and Technical Education will hold a series of meetings with stakeholders in CTE in New Jersey. As noted above, the director will meet with representatives from a variety of stakeholder organizations which may include, but not be limited to, the NJCCVTS, the NJCCCP, NJCHE, SETC, VEANJ, the NJVASA, the New Jersey County College Association for Institutional Research and Planning, the New Jersey Career and Technical Education Advisory Council, and the appropriate NJDOE offices. The state will provide the calculated baseline of the level of performance and the proposed future performance targets to the shareholders. Additionally, the state will solicit input from the stakeholders at the meeting, as well as obtain input from eligible recipients at host workshops.

3. *Identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]*

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the FAUPL form. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative.

Measurement Definitions and Approaches

Identified on the forms in Part III of this guide are the valid and reliable measurement definitions and approaches that the NJDOE will use for each of the core indicators of performance for CTE students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the NJDOE that are valid and reliable.

The validity and reliability of these measures are ensured as described below for each indicator.

1S1 Academic Attainment – Reading/Language Arts

At the secondary level, this indicator will be measured by the test scores on Language Arts Literacy section of the New Jersey's HSPA, which is the same as the academic performance assessment used to meet the requirements of the NCLB Act. Academic attainment on reading and language arts will be assessed by the number of CTE concentrators who have met the proficient or advanced level on the Statewide High School Proficiency Assessment (HSPA) in reading/language arts administered by the State under Section 1111(b)(3) of the ESEA and who left secondary education in the reporting year, as compared to the number of CTE concentrators who took the HSPA in reading/language arts, whose scores were included in the State's computation of AYP, and who left secondary education in the reporting year.

The New Jersey HSPA was administrated for the first time in March 2002 to students who had become first-time 11th graders as of September 1, 2001. The HSPA consists of two subject areas: Mathematics and Language Arts Literacy. Satisfactory performance on the HSPA is a requirement for a high school diploma. Students who do not perform at required levels are provided additional instruction and subsequent opportunities for retesting. The HSPA results have served as a general measurement for the Academic Achievement Core Indicator for the purposes of the Perkins Act since 2002.

1S2 Academic Attainment – Mathematics

At the secondary level, this indicator will be assessed by the test scores of Mathematics section of the New Jersey's HSPA, the same as the Academic Attainment for Reading/Language Arts for NCLB at this level. Academic attainment on mathematics will be assessed by the number of

CTE concentrators who have met the proficient or advanced level on the Statewide High School Proficiency Assessment (HSPA) in mathematics administered by the State under Section 1111(b)(3) of the ESEA and who left secondary education in the reporting year, as compared to the number of CTE concentrators who took the HSPA in mathematics, whose scores were included in the State's computation of AYP, and who left secondary education in the reporting year.

2S1 Technical Skill Attainment

At the secondary level, this indicator will be assessed by the number of completers who passed the available end of program assessment, aligned with industry-recognized standards, during the reporting year, as compared to the number of completers who took the available end of program assessment during the reporting year.

3S1 Secondary School Completion

The core indicators of this section are assessed based on the percentage of senior CTE concentrators that attained diploma when they left high school. New Jersey issues only one kind of high school diploma. A General Educational Development (GED) credential is issued by the state only after a student formally drops out from a regular high school. Therefore, attainment of a GED credential will not be counted in the graduation rate.

4S1 CTE Student Graduation Rates

New Jersey's state CTE student graduation rate will be measure the proportion of CTE concentrators leaving high school who have received a high school diploma. The numerator will be the number of CTE concentrators who completed a public secondary education program in the reporting year. The denominator will be the number of CTE concentrators who graduated in the reporting year and the number of CTE concentrators who dropped out high school during the period of secondary education.

The mathematical definition is:

$$HSCR_y = \frac{\sum C_y}{\sum (C_y + D_{y,g_{12}} + D_{y-1,g_{11}} + D_{y-2,g_{10}} + D_{y-3,g_9})}$$

In the formula, "C" means completed high school study, "D" means dropped out of high school, "y" means the reporting year, and "g" means the grade level.

The average graduation rate for the most recent three years (97.85 percent) will be used as New Jersey's baseline graduation rate. (See table below.)

Reporting Year	Graduation Rate
2005-06	99.00%
2004-05	95.73%
2003-04	98.82%
Average	97.85%

Since the graduation rate is already high, New Jersey's goal is to maintain an average graduation rate of not lower than 95 percent.

5S1 Secondary Place

At the secondary level, this indicator will assess the number of concentrators who attained a secondary school diploma and left secondary education one year before the reporting year, and who were placed in employment, military, postsecondary education, or advanced training in the second quarter following the program year in which they left secondary program, as compared to the number of concentrators who attained a secondary school diploma and left secondary education one year before the reporting year.

6S1 Nontraditional Participation

Nontraditional participation measures secondary student participation in CTE programs that lead to nontraditional training and employment. Traditionally, less than 25 percent participation of a gender in a program has been used as the standard to define nontraditional programs for that gender in the nation. New Jersey will identify the nontraditional programs based on the national list of Nontraditional Occupations CIP/Career Clusters Crosswalk recognized by the National Alliance for Partnerships in Equity (NAPE).

6S2 Nontraditional Completion

Nontraditional completion is the measure of secondary student completion CTE programs that lead to nontraditional training and employment. Using the same practice as described in 6S1 above, the plan will identify the nontraditional programs based on the national list of Nontraditional Occupations CIP/Career Clusters Crosswalk recognized by the National Alliance for Partnerships in Equity (NAPE).

1P1 Technical Skill Attainment

At the secondary level, this indicator will assess the number of concentrators and completers who passed the available end of program assessment, as compared to the number of concentrators and completers who took the available end of program assessment.

2P1 Industry Certificate Attainment

At the postsecondary county/community college level, the measure is the number of the CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year, as compared to the number of CTE concentrators who left postsecondary education during the reporting year.

3P1 Student Retention

At the postsecondary level, this indicator will assess the number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous year, as compared to the number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

4P1 Student Placement

At the postsecondary level, this indicator will assess the number of CTE concentrators in postsecondary education in the previous reporting year employed in the second quarter after completion, as compared to the number of CTE concentrators who left postsecondary education in the previous reporting year.

5P1 Nontraditional Participation

Nontraditional Participation measures the postsecondary student participation in CTE programs that lead to nontraditional training and employment. Traditionally, less than 25 percent participation of a gender in a program has been used as the standard to define nontraditional programs for that gender in the nation. This plan will identify the nontraditional programs based on the national list of Nontraditional Occupations CIP/Career Clusters Crosswalk recognized by NAPE.

5P2 Nontraditional Completion

Nontraditional completion measures the postsecondary student completion of CTE programs that lead to nontraditional training and employment. This plan will identify the nontraditional programs based on the national list of Nontraditional Occupations CIP/Career Clusters Crosswalk recognized by NAPE.

- 4. Describe how, in the course of developing core indicators of performance and additional indicators of performance, the state will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]***

New Jersey's performance indicators on Academic Attainment for Language Arts Literacy and Mathematics are aligned with federal NCLB Act. The HSPA, which is used for compliance under the NCLB Act is the same assessment used to meet the Perkins requirements. To ensure that the state aligns the indicators, to the greatest extent possible, so that information is substantially similar to that gathered for other state and Federal programs, the nontraditional participation and completion indicators used for CTE can also be used for the programs sponsored by the NJDOE Office of Equity and Equal Educational Opportunity.

- 5. Provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]***

The baseline for most of the core indicators of performance will be calculated with the most current three years of data based on the proposed definition in this One-Year Transition Plan, if

the data are available. If the data are not available, the related statewide performance target will be used as the baseline.

The target of the first two years of performance levels for each one of the core indicators of performance will be proposed based on either the calculation of the baseline and the trend, or based on the statewide target for meeting the NCLB requirement. The definition and the target for the first two years of performance levels for each one of the core indicators of performance is identified on the Part C Accountability Forms of this One-Year Transition Plan.

a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, two of a State's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

The data in the new plan for calculating the proficient level and for measuring progress will be collected by the specific scores of Language Arts Literacy and Mathematics to align with the standards used to meet the NCLB requirement. New Jersey collected individual student HSPA results as pass/fail for the combined results of both Language Arts Literacy and Mathematics in the previous years. This pass/fail approach will no longer be used as an indicator of Annual Measurable Objectives (AMOs). The state's new AMO targets for the HSPA are listed in Table 1 below. These targets are based on the state's proposed performance of annual Adequate Yearly Progress (AYP) target for meeting the NCLB requirement in the first two years covered by this plan.

Table 1. The state NCLB annual AYP targets on the percent proficient or advanced proficient students:

Content Area\Year	2006	2007	2008	2008
Language Arts Literacy	79%	79%	85%	85%
Mathematics	64%	64%	74%	74%

b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

According to the State of New Jersey’s Consolidated State Application Accountability Workbook Final Approval on August 16, 2006, New Jersey proposed to use the dropout rate as the core indicator of student graduation rate in determining AYP in accordance with NCLB. Previously, the state collected the high school exiting status of CTE students as the snapshot of graduation rate at the reporting year. The proposed change to using the dropout rate as the core indicator of graduation rate instead of the snapshot of annual exiting status was due to the lack of a cohort (full four years) analysis of data available for the state. Additionally, the data for graduation rate and dropout rate are collected locally and many districts do not have a system in place to track student mobility over multiple years for NCLB required subgroups.

Until the state’s student-level database is operational, New Jersey is using the dropout rate as the NCLB-required secondary academic indicator in determining AYP for high school. (Note: The NJDOE student-level database is nearing implementation, with student numbers to be assigned during the spring.) This procedure of calculating the graduation rate is the same procedure used for calculating the graduation rate under NCLB Act. New Jersey issues only one diploma per high school graduate. A GED credential is issued in the state only when a student formally drops out from a regular high school. Therefore, issuance of GED credentials will not be counted in the graduation rate.

Based on an analysis of 2001-2002 data, the standard statewide single-year drop out rate was 2.6 percent. Perkins grant receiving districts with higher dropout rate must reduce their drop-out rate by 0.5 percent per year until they reach the 2.6 percent of the statewide drop-out rate.

6. *Describe the process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]*

As previously mentioned, the annual application is now submitted electronically. Within this new system, a blank application is created for each eligible recipient. Included in the application is a section titled “Performance Levels,” which consists of a summary page and one page for each performance level. The summary page lists each performance level, the state’s negotiated levels, the recipient’s levels that were attained the previous year, and the difference between the state’s performance levels and the recipient’s performance levels. The performance levels are identified as percentages and these percentages are pre-populated in the application. A positive number indicates the recipient has exceeded the state negotiated levels and a negative number

indicates the recipient did not attain the state negotiated levels. The last line of the summary page is blank in order for the recipient to enter its proposed performance levels for the grant year.

In addition to a summary page, the performance level section contains one page for each of the performance levels. On these pages, the recipients must: (1) indicate if any of the approved programs did not achieve the state negotiated performance level in that category, and identify the CIP code and name of the program(s), and (2) identify what strategies the district will implement in order to increase the performance level. If no programs are below the performance level, then the school district must only indicate what strategies it will implement to maintain or increase the performance level.

7. *Describe the objective criteria and methods NJ will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]*

As a result of unforeseen circumstances, the eligible recipients may find it necessary to revise the agreed upon performance levels. In such cases, the eligible recipient will be required to submit a request to amend the approved application. The form of that request will be determined by the NJDOE, and adequate justification must be provided for approval. Examples of the factors that will be used for each category to determine the adequacy of justification of such requests include:

Academic Achievement

- Changes in the state-mandated high school proficiency assessment (HSPA)
- Changes in the demographics of the recipient (*i.e.*, increase in special populations)

Skill Proficiency

- Discontinuation of a career-technical education program
- Elimination of a state licensing exam, industry exam or a national exam, or implementation of a new or more rigorous exam
- Changes in the demographics of the recipient (*i.e.*, increase in special populations)
- Changes in the state's or locality's labor projections
- Changes in the industry requirements, requiring significant investment by the eligible recipient to improve program to meet those requirements

Completion

- Changes in the skill requirements for a career-technical education program
- Changes in the industry requirements
- Increased requirements for graduation, resulting in temporary scheduling difficulties

Diploma (Industry) Credential

- Changes in the demographics of the recipient (*i.e.*, increase in special populations)
- Changes in the state's labor projections
- Elimination of a state licensing exam, industry exam or a national exam, or implementation of a new exam

- Changes in the industry requirements

Placement

- Changes in state system of tracking program completers, including prohibition on the use of social security numbers
- Changes in the demographics of the recipient (*i.e.*, increase in special populations)
- Changes in the industry requirements
- Changes in the economic health of the community served by the eligible recipient, including any industry closures or other similar events

Participation Non-Traditional

- Changes in the demographics of the recipient (*i.e.*, increase in special populations)
- Changes in the national list of non-traditional occupations
- Elimination or addition of approved CTE programs

Completion Non-Traditional

- Changes in the demographics of the recipient
- Changes in the national list of non-traditional occupations
- Elimination or addition of approved CTE programs

In addition, an eligible recipient may find it necessary to make adjustments after it has instituted a more accurate data collection and reporting system. Eligible recipients will be required to submit an amendment to the multi-year plan and to the one-year application explaining what factors occurred that would necessitate the requested adjustments.

8. Describe how NJ will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in Tech Prep programs, if applicable, and how NJ will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

To ensure complete, accurate, and reliable data, New Jersey will conduct annual monitoring of the Perkins grant program according to established NJDOE policies. New Jersey is also in the process of designing a database that will collect individual student information. To improve the data collection system, state will provide workshops and manuals explaining the data collection methodology. New Jersey will also evaluate reports and check data for accuracy and completeness; and reported individual student data will be analyzed and compared to the previous year's reports to ensure reliable and valid measures.

9. Describe how NJ plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

In addition to the annual funding application, each consortium will be required to submit a document with the following information:

- Name of lead agency;
- List of consortium members;
- Similar programs which form the basis for the consortium (similar programs are defined as those contained within a Career Cluster Pathway);
- Description of services and activities to be shared among consortium members; and
- Statement of Assurances indicating that the consortium members will adhere to the policies governing consortia and approved CTE programs.

Each member of a consortium will be held accountable for the individual district performance measures; and each consortium member will be required to submit a response to the performance level indicators that will include the proposed level of performance for each indicator. The proposed level must show an improvement goal or, for high achieving programs, a goal for a high level of maintenance.

The document must be approved by the NJDOE and all consortium members.

10. Describe how NJ will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how NJ is coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]

Under the new Perkins Act, states and local programs will be required to report on *separate* core performance indicators for secondary and postsecondary students as the basis for annual evaluation by the NJDOE of the effectiveness of CTE programs. Measures for each indicator must be valid and reliable.

The Secondary Student Indicators are:

- a. Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State under NCLB, and measured by the State academic assessments used for NCLB;
- b. Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry recognized standards, if available and appropriate;
- c. Student rates of attainment of each of the following: (1) a secondary school diploma; (2) a GED credential, or other state-recognized equivalent including recognized alternative standards for individuals with disabilities; (3) a proficiency credential, certificate, or

degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the state in conjunction with a secondary school diploma);

- d. Student graduation rates (as defined by NCLB);
- e. Student placement in postsecondary education or advanced training, in military service, or in employment; and
- f. Student participation in and completion of CTE programs that lead to non-traditional fields.

The Postsecondary Student Indicators are:

- a. Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate;
- b. Student attainment of an industry-recognized credential, a certificate, or a degree;
- c. Student retention in postsecondary education or transfer to a baccalaureate degree program;
- d. Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions; and
- e. Student participation in, and completion of, CTE programs that lead to employment in non-traditional fields.

Annually, all secondary school districts and postsecondary institutions with approved CTE programs are required to submit data as part of the VEDS. Schools provide individual student records of all participants, concentrators, and completers who were enrolled in CTE programs the previous school year. The data are then compiled for each district and a report is prepared. The report identifies the performance levels that were achieved for each of the approved programs within a school district. As part of the New Jersey's technical assistance process, these reports are disseminated to the districts prior to the submission of the one-year application. The NJDOE began this process two years ago as a means of assisting school districts in analyzing their data. The objective was to show how the data must be used in the preparation of the one-year application.

During the application approval process, these reports are used by the NJDOE to ensure that the applicants are using funds according to the Act and for the programs in need. School districts whose performance levels are below the negotiated levels must indicate how funds will be used to increase the levels and the strategies that the district will implement.

To ensure non-duplication of Federal programs, the NJDOE's NCLB Advisory Council and the department's Federal Funding Oversight Committee will have the opportunity to review and provide input on planned CTE activities to ensure appropriate coordination with other Federal programs and maximum efficiency in the use of available Federal and state funds.

B. Other Department Requirements

- 1. Except as noted above with respect to the States submitting one-year transition plans, provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:*
 - (a) The definitions that NJ will use for “participants,” “concentrators,” and “completers” in the core indicators of performance for both secondary and postsecondary/adult levels;**
 - (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005 – June 30, 2006); and**
 - (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State’s AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.**

Refer to completed forms in Part C of this Transition Plan for information regarding annual reporting of accountability data to the Secretary.

V. TECH PREP PROGRAMS

As noted previously in this One-Year Transition Plan, CTE offers a unique and valuable approach to achieving the overall purpose of public education; it is an approach that honors the power of contextual-based learning to drive retention by embedding real world applications in the learning process. Within CTE, Tech Prep education programs offer an even more specialized approach that emphasizes most strongly the link between rigorous academics and the attainment of practical, technical skills.

Note: Although an eligible agency receiving Perkins funds may choose to consolidate all or a portion of Tech Prep federal funds described in “Section 202: Consolidation of Funds (a) and (b)” into the Basic State Grant, the NJDOE has decided that the Tech Prep funds will remain separate. However, as the state explores and works toward the development of more rigorous, articulated programs of study across the CTE spectrum, the state may revisit this decision as part of the five-year planning process.

A. Statutory Requirements

1. Describe the competitive basis or formula you will use to award grants to Tech Prep consortia. [Sec. 203(a)(1)]

The NJSBOE, through the NJDOE, has set forth a framework to promote and support student achievement by identifying more effective ways of assisting state, regional, and local agencies to improve Tech Prep educational programs of study.

The NJDOE determined that the dissemination of Perkins Tech Prep funds through a competitive discretionary grant process would best promote student achievement by motivating secondary school districts to develop new models for education for students enrolled in Tech Prep programs of study. The NJDOE awards discretionary grant funds to secondary school districts throughout New Jersey through open competitions and limited competitions, in accordance with federal regulations governing the use of such funds.

Furthermore, New Jersey seeks to build on the successful outcomes realized through prior Tech Prep discretionary grant programs, including:

- Developing and implementing new models of Tech Prep education throughout the state that incorporate the important elements of Tech Prep programs of study defined by Perkins legislation [Section 203(c)(2)(A-G)], and the definitions of Tech Prep program concentrators and completers set forth by the NJDOE;
- Supporting interagency collaboration between the NJDOE, the NJCHE, and the New Jersey Council of County Colleges (NJCCC), to identify Tech Prep completers and concentrators at the secondary and postsecondary levels of education, and to promote a higher level of commitment to data collection and analysis [Section 203(e)(1)(A-C)];

- Continuing the work of the Tech Prep Task Force, consisting of secondary high schools and community college policymakers, through meetings during the transition year to discuss and remediate transitional issues that impede students from moving smoothly from secondary to postsecondary education, including working towards standardizing components of articulation agreements; and
- Continuing the implementation of new data collection procedures, through which the NJDOE has identified vocational-technical and comprehensive secondary school districts throughout the state that have developed consortia and implemented Tech Prep and CTE programs of study, but that have not applied for Tech Prep federal funding. This information was not available for review in past years.

It is the goal of the NJDOE to continue to disseminate federal Perkins (Title II) Tech Prep funds through a competitive discretionary grants process. The funds will be used to modify existing state-approved Tech Prep programs of study, or to develop new Tech Prep programs of study in accordance with federal regulations [Section 203(c)(2)(A-G)], and the definitions of Tech Prep concentrators and completers set forth by the NJDOE.

Providing opportunities to secondary school districts to apply for and secure Tech Prep federal funding will result in an increase in the number of Tech Prep consortia in the state, and will help secondary students: prepare for careers in 16 broad industry areas, including emerging technology, where there is a workforce shortage [Section 204(d)(4)]; meet high academic and employability competencies [Section 204(d)(5)]; and transition into postsecondary education and eventual work [Section 203(c)(2)(F)]. In addition, this goal will serve to eliminate the diversity of the ways in which Tech Prep programs were developed and implemented in New Jersey in prior years, thereby assisting the state in obtaining more accurate data to describe Tech Prep program success.

Competitive Discretionary Grant Process

The OVTCIP will make the Tech Prep Notice of Grant Opportunity (NGO) available to all chief school administrators of secondary school districts in New Jersey that operate state-approved CTE programs of study and/or Tech Prep educational programs of study, the New Jersey State Employment and Training Commission, presidents or CEOs of 2-year nonprofit postsecondary institutions, 4-year nonprofit postsecondary institutions, and proprietary institutions of higher education, and to the NJDOE executive staff, and county superintendents of the regions and counties in which the eligible agencies are located based upon the eligibility statement defined in Section 1.2: Eligibility to Apply.

The total number of Tech Prep grants disseminated over the four-year grant program will be divided equally between New Jersey's northern and southern regions, ensuring an equitable distribution of funding to urban and rural participants that apply for Tech Prep funding [P.L. Section 204(f)]. Five applications will be selected from the Northern Region, and five applications will be selected from the Southern Region to receive Tech Prep grant funds. All Tech Prep Grant Program applications that have a score of 65 and above are eligible to receive Tech Prep grant funds. Applicants are funded in rank order by region. The five top ranking

applications in each region will receive funding and, if there are not enough applications from one region, or a region does not have five applications that have a score of 65 and above, remaining funding will be awarded to applicants based upon rank order regardless of region.

The applications for the Tech Prep Grant Program are reviewed by a Tech Prep reading panel consisting of one individual who works in the OVTCIP, one individual who works for the NJDOE from another office, and one individual who works outside of the NJDOE who understands the important elements of Tech Prep programs of study. If a large number of applications are received by the NJDOE, three more individuals will be added to the reading panel, in accordance with the same rules identified above. The Tech Prep program officer is not eligible to participate as a member of the reading panel to ensure a non-biased review of the applications.

Only Tech Prep Grant Program applications that meet the highest standards are selected, based upon the following criteria for each applicant: (1) demonstrated the greatest need; (2) developed the most comprehensive plan to address the articulated need; (3) delineated the proposed program most clearly; (4) provided an appropriate basis for costs necessary to implement and sustain the program; and (5) provided evidence that the grantee will meet the NJDOE's goals for the statewide grant program.

As part of the NJDOE competitive discretionary grants process, OVTCIP is responsible for:

- designing and developing the terms and conditions of the discretionary grant program and the application process (Notice of Grant Opportunity, NGO);
- integrating special considerations into grant-related activities, to the extent possible [Section 204(d)(1)-(6)];
- ensuring that all elements of the grant program are in compliance with federal funding regulations;
- reviewing and approving interim and final fiscal and program reports;
- monitoring grantees on a yearly basis to ensure successful completion of grant activities; and
- collecting data for the VEDS to comply with federal regulations [Section 203(e)(1)(A-C)].

The NJDOE Office of Grants Management (OGM) will provide guidance and direction in the development of the Tech Prep NGO; oversee the application process; review and approve applications (through the reading panel process); and maintain contract management from pre-award considerations to close-out. (The OGM *Grants Policies and Procedures Manual* can be found at: <http://doeintrinet/administrative/forms/grants/Policies%20%20Procedures%20Only-final.doc>.)

At the end of the multi-year discretionary grant period, Tech Prep grantees may apply for Perkins Entitlement funding to further support their new or modified Tech Prep programs of study developed and implemented through the discretionary grant process.

B. Other Department Requirements

- 1. Copy of local application form(s) used to award Tech Prep funds to consortia and copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.***

A draft of the NGO for Tech Prep discretionary grant funds can be found in Appendix C, beginning on page 112.

Technical review criteria are integrated into the Tech Prep Grant Program NGO (refer to pages 141-142):

- Evaluators will use the Selection Criteria found in Part I: General Information and Guidance of the Discretionary Grant Application Manual to review and rate the application according to how well the content addresses Sections 1: Grant Program Information, and Section 2: Project Guidelines in the Tech Prep Grant Program NGO.
- Maximum point values will be assigned to each of the following NGO components:
 - Statement of Need;
 - Project Description;
 - Goals, Objectives and Indicators;
 - Project Activity Plan;
 - Organizational Commitment and Capacity, and
 - Budget.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

- 1. Describe how the NJDOE will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that the NJDOE chooses to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]*

Formula Distribution (85%)

Of the full state allocation, 85 percent will be distributed to eligible institutions. Of that amount 97.5 percent will be distributed to secondary and postsecondary providers of CTE. There is a strong representation of both secondary and postsecondary programs in New Jersey CTE system. As in the past, New Jersey will continue to calculate the allocation of funds between these two groups of eligible CTE recipients by comparing the total number of postsecondary students enrolled in career and technical education associate degree programs and the total adult CTE program enrollments of county vocational schools, as reported by the individual county/community colleges and county vocational schools, to the total number of students enrolled in CTE programs. According to the most recent data, (school year 2005-2006), 35 percent of all CTE students in the state (including colleges and postsecondary vocational schools) are postsecondary, and 65 percent of the students are enrolled in approved secondary programs. Consequently, 35 percent of the allocation will be distributed to the postsecondary institutions, and 65 percent will be distributed to the secondary school districts. This appears to provide the most equitable method of distribution.

The remaining 2.5 percent of the 85 percent will be used as reserve funding to assist secondary school districts that are rural, or that serve a high number or high percent of CTE students.

Administration and Leadership Funds

Five percent of the state's allotment will be allocated for State Administration; and, 10 percent of the state's allotment will be allocated for State Leadership activities, from which eligible state agencies will receive funding in the amount of one percent of the full grant award (taken from the 10 percent State Leadership allocation). In addition, nontraditional training programs will be supported with funding up to \$150,000 from the State Leadership allocation.

Distribution of Funds to Secondary School Programs

The secondary allocation will be distributed among the secondary school districts with approved CTE programs according to census data, as prescribed by the Act.

Distribution to local secondary educational agencies has been, and will continue to be, based on a two-step formula. As required by the Act, the first step uses federal census data to determine the "gross" allocation and is calculated as follows:

- Thirty (30) percent of the allocation is based upon the number of individuals aged 5 – 17, inclusive, who reside in the school district served by the local educational agency; and
- Seventy (70) percent of the allocation is based on the number of individuals aged 5 – 17, inclusive, who reside in the school district served by the local education agency and are from families who are economically disadvantaged.

The sum of these two segments determines the “gross” allocation that may be used to serve the CTE students residing in the district. The second step of the formula determines the amount of funds that the district may keep based upon the total number of CTE students. Each district’s “gross” allocation funds will be divided among the secondary institutions that provide the CTE instruction to the district students. If all CTE students are served by the local district, the local district will keep the entire “gross” allocation. Otherwise, the “gross” allocation is divided according to the ratio of CTE students taught by the various schools. In brief, the funds will follow the students. The amount of funds kept by the local district is the “net” allocation.

County Vocational Schools

New Jersey is served by a system of 21 county vocational school districts, referred to in the Perkins Act as area CTE schools. A county vocational school district is available to student residents of the county, but may also accept students beyond county borders. The county vocational school districts have no direct allocation because they receive students from resident districts. A county vocational school district’s allocation is derived from the sending districts’ Perkins allocation proportional to the students being provided CTE instruction. Once a secondary district’s “gross” allocation is determined, some or all of the funds are reallocated to appropriate county vocational schools and other agencies that provide the CTE instruction to some or all of the students from that district. The funds will be allocated in the same ratio as the numbers of students being served by the CTE providers.

Charter schools with approved CTE programs receive Perkins funding in the same manner as the county vocational schools because they serve a variety of individual school districts.

Distribution of Funds to Postsecondary and Adult Programs

On the postsecondary level, the 35 percent of the allotment will be further divided among the community college system and the postsecondary county vocational school system. While student enrollment determines the financial split between secondary and postsecondary funding, the postsecondary distribution will be based on the numbers of students demonstrating economic need. The ratio of a postsecondary institution’s number of economically needy students when compared to the total number of postsecondary economically needy students determines the amount of funding that institution will receive.

Reserve Funds

As noted above, of the 85 percent formula allocation, 2.5 percent will be used as reserve funding to assist secondary school districts that are rural or that serve a high number or high percentage of CTE students.

2. *Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g); Sec. 202(c)]*

Distribution of Funds to Secondary School Programs

The anticipated allocation for secondary districts is \$13,500,913. The total amount of secondary funding will be allocated for approved CTE programs in comprehensive high school districts, county vocational school districts, charter schools, and special services districts.

The secondary allocation will be distributed among the secondary school districts with approved CTE programs according to census data, as prescribed by the Act.

Distribution to local secondary educational agencies has been, and will continue to be, based on a two-step formula. As required by the Act, the first step uses federal census data to determine the “gross” allocation and is calculated as follows:

- Thirty (30) percent of the allocation is based upon the number of individuals aged 5 – 17, inclusive, who reside in the school district served by the local educational agency in comparison to the total number of such students in the state.
- Seventy (70) percent of the allocation is based on the number of individuals aged 5 – 17, inclusive, who reside in the school district served by the local education agency and are from families who are economically disadvantaged, in comparison to the total number of such students in the state.

The sum of these two segments determines the “gross” allocation that may be used to serve the CTE students residing in the district. The second step of the formula determines the amount of funds that the district may keep based upon the total number of district students enrolled in CTE programs. Each district’s “gross” allocation funds will be divided among the secondary institutions that provide the CTE instruction to the district students. If all CTE students are served by the local district, the local district will keep the entire “gross” allocation. Otherwise, the “gross” allocation is divided according to the ratio of CTE students taught by the various schools. In brief, the funds will follow the students. The amount of funds kept by the local district is the “net” allocation.

County Vocational Schools

As noted previously, New Jersey is served by a system of 21 county vocational school districts, referred to in the Perkins Act as area CTE schools. A county vocational school district is available to student residents of the county, but may also accept students beyond county borders. The county vocational school districts have not direct allocation because they receive students from resident districts. A county vocational school district's allocation is derived from the sending districts' Perkins allocation proportional to the number of students being provided CTE instruction. Once a secondary district's "gross" allocation is determined, some or all of the funds are reallocated to appropriate county vocational schools and other agencies that provide the CTE instruction to some or all of the students from that district. The funds will be allocated in the same ratio as the numbers of students being served by the CTE providers.

Charter Schools and Educational Service Agencies

Charter schools and educational service agencies with approved CTE programs receive Perkins funding in the same manner as the county vocational schools, because the charter schools serve students from a number of individual sending school districts.

- 3. *Provide the specific dollar allocations made available by eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Sec. 122(c)(6)(A); Sec. 202(c)]***

Distribution of Funds to Postsecondary and Adult Programs

The anticipated allocation for postsecondary institutions is \$7,269,722. On the postsecondary level, the 35 percent of the allotment will be further divided among the community college system and the postsecondary county vocational school system. While student enrollment determines the financial split between secondary and postsecondary funding, the postsecondary distribution will be based on the numbers of students demonstrating economic need. The ratio of a postsecondary institution's number of economically needy students, as compared to the total number of postsecondary economically needy students, determines the amount of funding that institution will receive.

- 4. *Describe how the NJDOE will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]***

In order to apply for Perkins funding, in accordance with the Perkins Act, New Jersey will ensure that eligible secondary institutions receive a minimum allocation of \$15,000, and eligible postsecondary institutions receive a minimum allocation of \$50,000. If the recipient's allocation would be less than either of these amounts (based on institution type), the NJDOE will notify the recipient that it may:

1. enter into a consortium with one or more recipients for the purpose of providing enhanced services and to meet the minimum grant requirement; or
2. form a consortium with a county vocational school offering programs that meet the requirements of the act and transfer such allocation to the county vocational school.

Members of a consortium will combine their individual “net” allocations to form the funding pool for the consortium to meet the threshold allocation amount. Funds allocated to members of a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under the Act and approved by the NJDOE. Funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. Consortium arrangements must be structured so that the consortium operates joint projects that provide services to all participating local educational agencies.

The NJDOE will ensure, through direct communication and technical assistance to local eligible recipients, that funds allocated to a consortium are used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. Also through direct communication and technical assistance to local eligible recipients, the NJDOE will ensure that each consortium arrangement is structured so that each consortium operates joint projects that provide services to all participating local educational agencies.

5. Describe how the NJDOE will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

There are no consortia at the postsecondary level in New Jersey.

6. Describe how the NJDOE will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

In New Jersey, it is not unusual for new school districts to be formed and for others to unite. As district boundaries change, the district information will be adjusted to accommodate the students affected by the changes. Refer to A 2 above for information on charter schools.

7. Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act.

The Perkins Act indicates that recipients of Pell Grants are recognized as economically needy students; however, Pell Grants are not the only widely used method of measuring economic

need. Because of the wide variety of methods used to determine economic need, the NJDOE proposes to use an alternate formula for the grants to postsecondary institutions.

To determine the numbers of economically needy students on the postsecondary level, institutions must report non-duplicated counts for all of the following:

- Pell Grants;
- Federal College Work Study;
- Perkins Loans;
- Federal Supplemental Educational Opportunity Grants (FSEOG);
- Subsidized Stafford Loans;
- Educational Opportunity fund (EOF);
- Tuition Assistance Grant (TAG);
- Need-based scholarships; and
- Free or reduced lunch eligibility.

Postsecondary funds will be distributed according to the following formula: Of the amount of funds designated for postsecondary programs, each postsecondary institution will receive an amount in proportion to their enrollment of students shown to be economically disadvantaged when compared to the total state enrollment of students shown to be economically disadvantaged. For example, if a postsecondary institution has five percent of the total state enrollment of students shown to be economically disadvantaged, that institution will receive five percent of the total postsecondary allocation to expend in support of approved postsecondary programs. All allocations will be determined using postsecondary enrollments in approved CTE programs from the most recent complete fiscal year.

B. Other Department Requirements

1. Submit a detailed project budget, using the forms provided in Part B of this guide.

Refer to the detailed project budget found on page 71 in Part B of this One-Year Transition Plan.

2. Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

Currently, the FY07 allocations for the secondary consortia are as follows:

Cranford School District Consortium	\$ 34,380
Haddon Township School District Consortium	\$ 41,273
High Point Regional	\$ 80,325
Newton School District Consortium	\$ 56,557
Salem County Vocational School District Consortium	\$ 92,557
Spotswood School District Consortium	\$ 91,469
Wallington School District Consortium	\$ 39,192

There are no consortia on the postsecondary level.

3. Describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

Distribution of Funds to Secondary School Programs

The anticipated allocation for secondary districts is \$13,500,913. The total amount of secondary funding will be allocated for approved CTE programs in comprehensive high school districts, county vocational school districts, charter schools, and special services districts.

The secondary allocation will be distributed among the secondary school districts with approved CTE programs according to census data, as prescribed by the Act.

As noted above, distribution to local secondary educational agencies will continue to be based on a two-step formula. As required by the Perkins Act, the first step uses federal census data to determine the “gross” allocation and is calculated as follows:

- Thirty (30) percent of the allocation is based upon the number of individuals aged 5 – 17, inclusive, who reside in the school district served by the local educational agency in comparison to the total number of such students in the state; and
- Seventy (70) percent of the allocation is based on the number of individuals aged 5 – 17, inclusive, who reside in the school district served by the local education agency and are from families who are economically disadvantaged, in comparison to the total number of such students in the state.

The sum of these two segments determines the “gross” allocation that may be used to serve the CTE students residing in the district. The second step of the formula determines the amount of funds that the district may keep based upon the total number of district students enrolled in CTE programs. Each district’s “gross” allocation will be divided among the secondary institutions that provide the CTE instruction to the district students. If all CTE students are served by the local district, the local district will keep the entire “gross” allocation. Otherwise, the “gross” allocation is divided according to the ratio of CTE students taught by the various schools. In brief, the funds will follow the students. The amount of funds retained by the local district is the district’s “net” allocation.

County Vocational Schools

As noted previously, New Jersey is served by a system of 21 county vocational school districts, referred to in the Perkins Act as area CTE schools. A county vocational school district is available to student residents of the county, but may also accept students beyond county borders. The county vocational school districts have no direct allocation because they receive students from resident districts. A county vocational school district’s allocation is derived from the sending districts’ Perkins allocation proportional to the students being provided CTE instruction. Once a secondary district’s “gross” allocation is determined, some or all of the funds are reallocated to appropriate county vocational schools and other agencies that provide the CTE

instruction to some or all of the students from that district. The funds will be allocated in the same ratio as the numbers of students being served by the CTE providers.

Charter Schools and Educational Service Agencies

Charter schools and educational service agencies with approved CTE programs receive Perkins funding in the same manner as the county vocational schools because they serve students from a number of individual sending school districts.

Distribution of Funds to Postsecondary and Adult Programs

The anticipated allocation for postsecondary institutions is \$7,269,722. On the postsecondary level, the 35 percent of the allotment will be further divided among the community college system and the postsecondary county vocational school system. While student enrollment determines the financial split between secondary and postsecondary funding, the postsecondary distribution will be based on the numbers of students demonstrating economic need. The ratio of a postsecondary institution's number of economically needy students, as compared to the total number of postsecondary economically needy students, determines the amount of funding that institution will receive.

<p><i>4. Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.</i></p>
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Reserve funds will be allocated on a formula basis to assist secondary school districts that are rural or that serve a high number or high percentage of CTE students. The funds will be used to supplement the census-derived allocation to New Jersey's specified school districts with approved CTE programs. To determine the rural designation for the previous authorization of the Perkins Act, the NJDOE consulted data available from the National Center for Educational statistics. Using those data, the NJDOE adopted the list currently being used.

In regard to rural school districts, many of which do not normally receive sufficient funding to meet the minimum threshold for application, each rural school district will receive an additional allocation of \$20,000 plus a portion of the reserve funds in the same ratio as the student CTE enrollment in all rural districts.

<p><i>5. Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.</i></p>

All secondary school districts with approved CTE programs are eligible to apply for funding. Since the allocation is predetermined by census data, there is no need to rank or provide other eligibility criteria.

6. *Include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.*

To determine the rural designation for the previous authorization of the Perkins Act, the NJDOE consulted data available from the NCES. Using those data, the NJDOE adopted the list currently being used.

C. Procedural Suggestions and Planning Reminders

New Jersey is not proposing an alternative allocation formula.

A listing of allocations made to secondary consortia from funds available under sections 112(a) and (c) of the Act is provided on page 54. There are no consortia on the postsecondary level.

See New Jersey's Fiscal Statement of Assurances on page 58.

A detailed project budget is provided in Part B, beginning on page 71.

FISCAL STATEMENT OF ASSURANCES

The New Jersey Department of Education assures that:

1. Funds received under the Act will not be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. [Section 315]
2. New Jersey will meet the maintenance of fiscal effort requirements, on either a 'per student' or aggregate expenditure basis. [Section 311(b)(1)(A)]
3. No funds made available under the Act will be used to require any secondary school student to choose or pursue a specific career path or major. [Section 314(1)]
4. No funds made available under the Act will be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Section 314(2)]
5. All funds made available under the Act will be used in accordance with the Act. [Section 6]
6. Funds made available under the Act for career and technical education activities will be used to supplement, and not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep activities. [Section 311(a)]
7. No funds provided under the Act will be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. [Section 322]
8. The portion of any student financial assistance received under the Act that is made available for attendance costs will not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [See section 324(a)]

9. Funds made available under the Act will be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. [Section 324(c)]

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Louise E. Day</i>	TITLE Commissioner	
APPLICANT ORGANIZATION New Jersey State Department of Education		DATE SUBMITTED 4/16/07

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

See EDGAR Certifications on page 61.

B. Other Assurances



See Other Assurances beginning on page 62.

See Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements beginning on page 64.

See Assurances – Non-Construction Programs beginning on page 67.

EDGAR CERTIFICATIONS

1. The plan is being submitted by the eligible State agency, the New Jersey State Department of Education. [34 CFR 76.104(a)(1)] [Section 3(12)]
2. The New Jersey State Department of Education has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
5. The State officer—the State Director of Career and Technical Education, Office of Vocational-Technical, Career and Innovative Programs, New Jersey Department of Education—has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
6. The State officer—the State Director of Career and Technical Education, Office of Vocational-Technical, Career and Innovative Programs, New Jersey Department of Education—has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. The New Jersey State Department of Education has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
8. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Commissioner
APPLICANT ORGANIZATION New Jersey State Department of Education 	DATE SUBMITTED 4/16/07

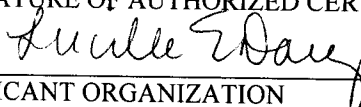
OTHER ASSURANCES

The New Jersey Department of Education assures that:

1. A copy of the State plan has been submitted into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79] **New Jersey does not participate in the intergovernmental review process.
2. A complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements is included beginning on page 64.
3. A complete and signed Assurance for Non-Construction Programs Form is included beginning on page 67.
4. New Jersey will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. New Jersey will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
7. New Jersey will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
8. New Jersey and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
9. Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary

school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

10. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Commissioner
APPLICANT ORGANIZATION New Jersey State Department of Education	DATE SUBMITTED 4/16/07

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND
OTHER RESPONSIBILITY MATTERS;
AND DRUG-FREE WORKPLACE REQUIREMENTS**

1. LOBBYING

As required by Section 1352, Title 31 of the US Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections §82.105 and §82.110, the New Jersey State Department of Education certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "*Disclosure Form to Report Lobbying*," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections §85.105 and §85.110—

A. The New Jersey Department of Education certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

- (c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610 –

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - (b) Establishing an ongoing drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - (c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);
 - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
- (1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. In the space provided below the site(s) for the performance of work completed in connection with the specific grant are identified:

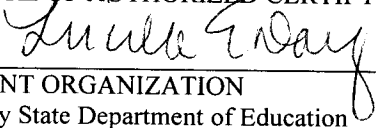
Place of Performance (Street address, City, County, State, Zip code)

Site 1: 100 River View Plaza, Route 29 South, Trenton, Mercer County, NJ 08625-0500

Site 2: 240 West State Street, 10th Floor, Trenton, Mercer County, NJ 08625

Site 3: 1001 Spruce Street, Trenton, Mercer County, NJ 08625

Check [X] if there are workplaces on file that are not identified here. The NJDOE also has county and regional offices located throughout the state.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Commissioner	
APPLICANT ORGANIZATION New Jersey State Department of Education		DATE SUBMITTED 4/16/07

ASSURANCES – NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §§794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal

- assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
 8. Will comply, as applicable, with provisions of the Hatch act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees who principal employment activities are funded in who or in part with Federal funds.
 9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
 10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
 11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to (EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
 12. Will comply with the Wilde and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic river systems.
 13. Will assist the awarding agency in ensuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of the historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Lucille E. Day</i>	TITLE Commissioner
APPLICANT ORGANIZATION New Jersey State Department of Education	DATE SUBMITTED 4/16/07

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$25,062,606*</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u> 0</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$25,062,606</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	<u>\$21,303,215</u>
1. Reserve (<i>not more than 10% of Line D</i>)	\$ <u> 532,580</u>
a. Rural School Districts (<u>2.5%</u> of <i>Line D</i>)	\$ <u> 532,580</u>
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	<u>\$20,770,635</u>
a. Secondary Programs (<u>65%</u> of <i>Line D.2</i>)	<u>\$13,500,913</u>
b. Postsecondary Programs (<u>35%</u> of <i>Line D.2</i>)	\$ <u> 7,269,722</u>
E. Leadership (not more than 10%) (<i>Line C x 10%</i>)	<u>\$ 2,506,261</u>
1. Nontraditional Training and Employment (\$150,000)	
2. Corrections or Institutions (\$250,626)	
3. Balance of Leadership [Line E-(E.1+E.2)] (\$2,105,635)	
F. State Administration (not more than 5%) (<i>Line C x 5%</i>)	\$ 1,253,130
G. State Match (<i>from non-federal funds</i>) ¹	\$ 1,253,130

* USDOE Budget Services as of 2/5/07.

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$ <u>2,188,871</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0</u>
C. Amount of Title II Funds to Be Made Available For Tech Prep (<i>Line A less Line B</i>)	\$ <u>2,188,871</u>
D. Tech Prep Funds Earmarked for Consortia	\$ <u>2,079,428</u>
1. Percent for Consortia (<i>Line D divided by Line C</i>) [<u>95%</u>]	
b. Number of Consortia <u>10</u>	
c. Method of Distribution (<i>check one</i>):	
<u> </u> Formula	
<u> X </u> Competitive	
E. Tech Prep Administration	\$ <u>109,443</u>
1. Percent for Administration (<i>Line E divided by Line C</i>) [<u>5%</u>]	

* *USDOE Budget Service as of 2/5/07.*

PART C: ACCOUNTABILITY FORMS

I. Definition of Career and Technical Education Student Populations

A. Secondary Level

CTE Participant –

A secondary student who has earned at least one (1) or more credits in any career and technical education (CTE) program area.

CTE Concentrator –

A secondary student who has earned three (3) or more credits in a single CTE program area (*e.g.*, health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2-credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

B. Postsecondary/Adult Level

CTE Participant –

A postsecondary/adult student who earned one (1) or more credits in any CTE program area.

CTE Concentrator –

A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence (CTE major of study) that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of fewer than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who met the proficient or advanced level on the Statewide High School Proficiency Assessment (HSPA) in reading/language arts administered by the State under Section 1111(b)(3) of the ESEA and who left secondary education in the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the Statewide High School Proficiency Assessment (HSPA) in reading/language arts, whose scores were included in the State's computation of AYP, and who left secondary education in the reporting year.</p>	State and Local Administrative Records	B: 79%	L: 85% A:	L: 85% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who met the proficient or advanced level on the Statewide High School Proficiency Assessment (HSPA) in mathematics administered by the State under Section 111(b)(3) of the ESEA, and who left secondary education in the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the Statewide High School Proficiency Assessment (HSPA) in mathematics, whose scores were included in the State's computation of AYP, and who left secondary education in the reporting year.</p>	State and Local Administrative Records	B: 64%	L: 74% A:	L: 74% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of CTE concentrators who, during the reporting year, passed the available end of program skill assessments that are aligned with industry-recognized standards.</p> <p>Denominator: Number of CTE concentrators who took the available end of program assessment during the reporting year.</p>		B:	L: A:	L: A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I)	<p>Numerator: Number of CTE concentrators who earned a high school diploma and left secondary education during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education in the reporting year.</p>		B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who were included in the State's computation of its graduation rate as designed in the State's Consolidated Accountability Plan (111(b)(2)(C)(vi) of the ESEA.</p>		B: 97.85%	L: $\geq 95\%$ A:	L: $\geq 95\%$ A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of CTE concentrators who attained a secondary school diploma, left secondary education one year before the reporting year, and were placed in employment, military, postsecondary education, or advanced training in the second quarter following the program year in which they left secondary education.</p> <p>Denominator: Number of CTE concentrators who attained a secondary school diploma and left secondary education one year before the reporting year.</p>		B:	L: A:	L: A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE participants from an underrepresented gender group who participated in a nationally-recognized nontraditional program in the reporting year.</p> <p>Denominator: Number of students who participated in a nationally-recognized nontraditional program in the reporting year.</p>		B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE concentrators from an underrepresented gender group who completed a nationally-recognized nontraditional program in the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a nationally-recognized nontraditional program in the reporting year.</p>		<p>B:</p>	<p>L:</p> <p>A:</p>	

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of CTE concentrators who passed the available end of program technical skill assessments during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the available end of program technical skill assessments during the reporting year.</p>		B:	L: A:	
2P1 Industry Certificate Attainment 113(b)(2)(B)(ii)	<p>Numerator: Number of CTE concentrators who have received an industry-recognized credential, certificate, or a degree during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>		B:	L: A:	

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3P1 Student Retention 113(b)(2)(B)(iii)	<p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous year.</p> <p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>		B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education on year before the reporting year.</p>		B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of CTE participants from an underrepresented gender group who participated in a nationally-recognized nontraditional program in the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a nationally-recognized nontraditional program in the reporting year.</p>		<p>B:</p>	<p>L:</p> <p>A:</p>	
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of CTE concentrators from an underrepresented gender group who completed a nationally-recognized nontraditional program in the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a nationally-recognized nontraditional program in the reporting year.</p>		<p>B:</p>	<p>L:</p> <p>A:</p>	

APPENDICES

APPENDIX A
NEW JERSEY STATE BOARD OF EDUCATION
RESOLUTION TO ADOPT THE NEW JERSEY
ONE-YEAR CAREER AND TECHNICAL EDUCATION PLAN TRANSITION PLAN

WHEREAS, in accordance with the Carl D. Perkins Vocational-Technical Education Act of 1998, the New Jersey State Board of Education adopted a five-year State Plan for Vocational and Technical Education on April 7, 1999, which expired June 30, 2004; and

WHEREAS, the U.S. Department of Education granted annual extensions of that plan through state fiscal year 2007, pending the reauthorization of the Carl D. Perkins Vocational-Technical Education Act of 1998; and

WHEREAS, the new Carl D. Perkins Career and Technical Education Improvement Act of 2006, which was enacted August 2006, requires the New Jersey Department of Education to submit a State Plan adopted by the New Jersey State Board of Education in order to receive federal funding;

WHEREAS, the reauthorized Perkins Act requires states to submit by April 16, 2007 either a full six-year state plan or a one-year transition plan to secure funding that will become available as of July 1, 2007, estimated at \$25 million for New Jersey for state fiscal year 2008;

WHEREAS, the New Jersey Department of Education has determined that a one-year transition plan would offer the best opportunity to comply with established procedural deadlines and to implement a comprehensive and collaborative process for the subsequent development of a high quality five-year plan; now therefore be it

RESOLVED, that the New Jersey State Board of Education hereby adopts the New Jersey One-Year Career and Technical Education Transition Plan, which will serve as the basis for implementing career and technical education in New Jersey during state fiscal year 2008; and be it further

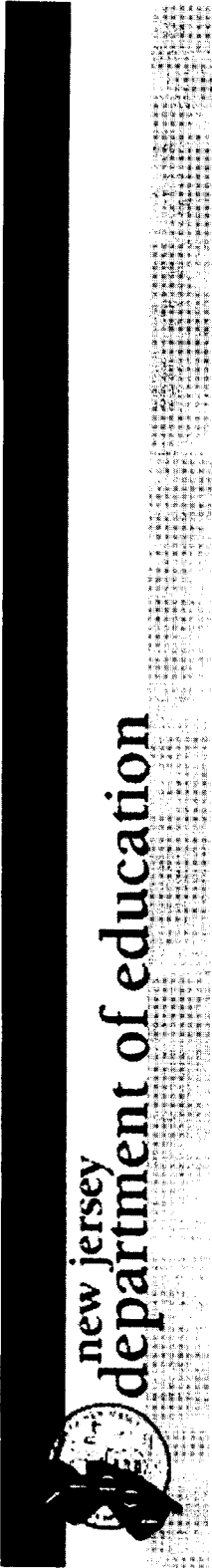
RESOLVED, that the New Jersey State Board of Education directs the Commissioner of Education to begin development of the full five-year State Plan for Career and Technical Education in New Jersey, which will involve broad stakeholder input to direct the future of career and technical education in the state.

Lucille E. Davy, Commissioner
Secretary, NJ State Board of Education

Arnold G. Hyndman, Ph.D.
President, NJ State Board of Education

APPENDIX B

**NJDOE LOCAL APPLICATION FOR ELIGIBLE SECONDARY AND
POSTSECONDARY RECIPIENTS**



Applicant Name: ROSELLE PARK Union County

Application: 2006 - 2007 Original Application

District: 394550

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary -

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
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Overview

Instructions

NJDOE Career and Technical Education

Vocational-Technical Education is an organized instructional program that provides integrated academic and technical curriculum to prepare secondary/postsecondary students for employment, continuing education and a career.

We believe Career and Technical Education provides students with:

knowledge, attitudes and skills to live and work as productive individuals who are successful in their work, family and community; educational experiences for personal and professional growth; opportunities to apply academic knowledge and skills; preparation to meet the challenges of a fast-changing society; meaningful experiences through partnerships in the business community; contextual learning; work-based learning and workplace skills delivered through a relevant, rigorous curriculum; and personal development through student-led leadership.

Career Clusters - New Jersey recognizes and supports sixteen Career Clusters as a method of organizing instruction. The sixteen Career Clusters are:

Agriculture, Food & Natural Resources; Architecture & Construction; Arts, Audio-Visual Technology & Communications; Business, Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Security and Corrections; Manufacturing; Marketing, Sales & Service; Science, Technology, Engineering and Mathematics; and Transportation, Distribution and Logistics.

user ID: nhuebler



New Jersey Department of Education



new jersey department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Perkins Secondary

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Contact Information

Chief School Administrator/College President/Agency Head:

First Name

Last Name

Phone

Extension

E-Mail

Confirm E-Mail

Fax

Summer Phone

Extension

Perkins Project Director Contact:

First Name

Last Name

Phone

Extension

E-Mail

Confirm E-Mail

Fax

Summer Phone

Extension

Business Administrator:

First Name

Last Name

Phone

Extension

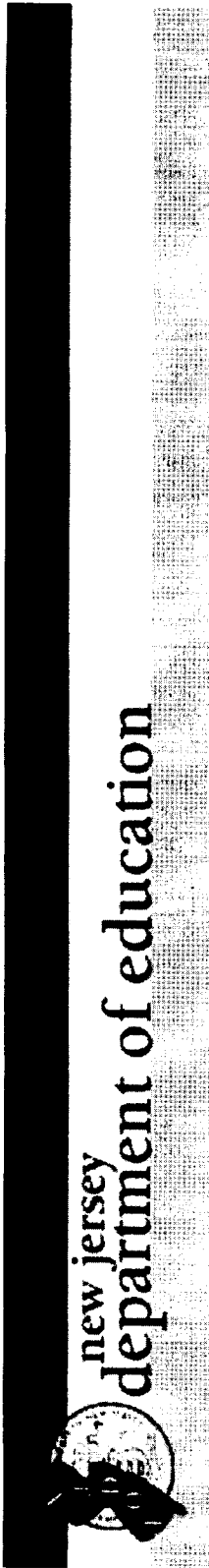
E-Mail

Confirm E-Mail

Fax

Summer Phone

Extension



Applicant Name: ROSELLE PARK Union County

District: 394530

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
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Instructions

Allocations

	Perkins Secondary
Current Year Allocation	\$0
Cooperative/Consortia	
Transfer In (+)	0
Transfer Out (-)	0
Fiscal Agent	
SUB TOTAL	\$0
TOTAL FUNDS AVAILABLE	\$0

user ID: nhuebler



new jersey department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation Nontraditional	Completion Nontraditional		

Performance Levels

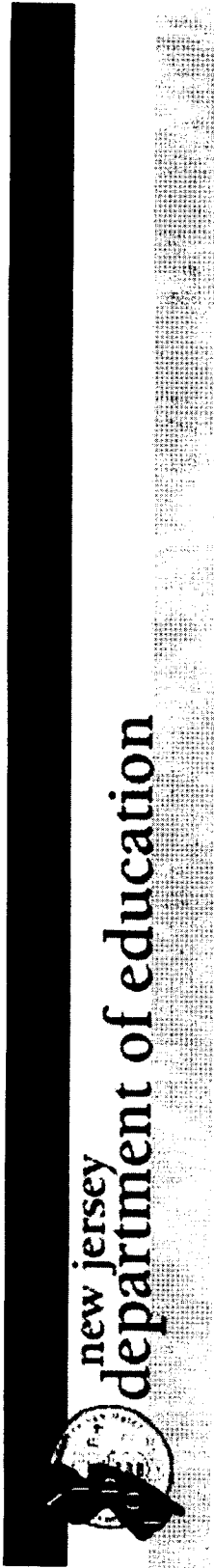
Instructions

	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation Non-Traditional	Completion Non-Traditional
State Negotiated Level	87.00	90.03	95.00	88.91	78.23	13.88	12.60
VEDS Reported Performance	85.11	95.83	100	0	0	24.07	0
Variance from Negotiated Level	-1.89	5.80	5.00	-88.91	-78.23	10.19	-12.60
Proposed Performance Level							

user ID: nhuebler



New Jersey Department of Education
Send Questions to: eweghelp@doe.state.nj.us



Applicant Name: ROSELLE PARK Union County

Application: 2006 - 2007 Original Application

District: 394550

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation	Nontraditional	Completion	Nontraditional

Academic Achievement

Instructions

	State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
Academic Achievement	87.00	85.11	-1.89	

1. Are you running any programs under Academic Achievement that are NOT meeting the State Negotiated Performance Level?

☒ Yes ☐ No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters.)

1b. Enter the strategies and activities to be conducted to improve these programs. (Limit 2000 characters.)

user ID: nhuebler

new jersey department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation Nontraditional	Completion Nontraditional		

Skill Proficiency

Instructions

State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
90.03	95.83	5.80	

1. Are you running any programs under Skill Proficiency that are NOT meeting the State Negotiated Performance Level?

☐ Yes ☒ No

2. Describe the strategies and activities you will perform to continue to meet or exceed State Negotiated Performance Levels (S.N.P.L.) for programs that are already meeting S.N.P.L. (Limit 2000 characters.)

user ID: nhuebler

New Jersey Department of Education
Send Questions to: eweghelp@doe.state.nj.us

new jersey department of education

Applicant Name: ROSELLE PARK Union County

Application: 2006 - 2007 Original Application

District: 394550

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation Nontraditional	Completion Nontraditional		

Completion

Completion	State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
95.00	100	5.00		

1. Are you running any programs under Completion that are NOT meeting the State Negotiated Performance Level?

☐ Yes ☒ No

2. Describe the strategies and activities you will perform to continue to meet or exceed State Negotiated Performance Levels (S.N.P.L.) for programs that are already meeting S.N.P.L. (Limit 2000 characters.)

user ID: nhuebler

New Jersey Department of Education
Send Questions to: eweghelp@doe.state.nj.us

new jersey department of education

Applicant Name: ROSELLE PARK Union County

Application: 2006 - 2007 Original Application

District: 394550

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation	Nontraditional	Completion	Nontraditional

Diploma Credential

State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
88.91	0	-88.91	

1. Are you running any programs under Diploma Credential that are NOT meeting the State Negotiated Performance Level?

☒ Yes ☐ No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters.)

1b. Enter the strategies and activities to be conducted to improve these programs. (Limit 2000 characters.)

user ID: nhuebler

new jersey department of education

Applicant Name: ROSELLE PARK Union County

Application: 2006 - 2007 Original Application

District: 394550

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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<u>Overview</u>	<u>Contact Information</u>	<u>Allocations</u>	<u>Performance Level</u>	<u>Budget Pages</u>	<u>Assurances</u>	<u>Comments</u>	<u>Submit</u>	<u>Application History</u>	<u>Page Review Status</u>
<u>Summary</u>	<u>Academic Achievement</u>	<u>Skill Proficiency</u>	<u>Completion</u>	<u>Diploma Credential</u>	<u>Placement</u>	<u>Participation Nontraditional</u>	<u>Completion Nontraditional</u>		

Placement

Instructions

State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
78.23	0	-78.23	

1. Are you running any programs under Placement that are NOT meeting the State Negotiated Performance Level?

☒ Yes ☐ No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters.)

1b. Enter the strategies and activities to be conducted to improve these programs. (Limit 2000 characters.)

user ID: nhuebler

new jersey department of education

Applicant Name: ROSELLE PARK Union County

Application: 2006 - 2007 Original Application

District: 394550

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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<u>Overview</u>	<u>Contact Information</u>	<u>Allocations</u>	<u>Performance Level</u>	<u>Budget Pages</u>	<u>Assurances</u>	<u>Comments</u>	<u>Submit</u>	<u>Application History</u>	<u>Page Review Status</u>
<u>Summary</u>	<u>Academic Achievement</u>	<u>Skill Proficiency</u>	<u>Completion</u>	<u>Diploma Credential</u>	<u>Placement</u>	<u>Participation Nontraditional</u>	<u>Completion Nontraditional</u>		

Participation Nontraditional

Instructions

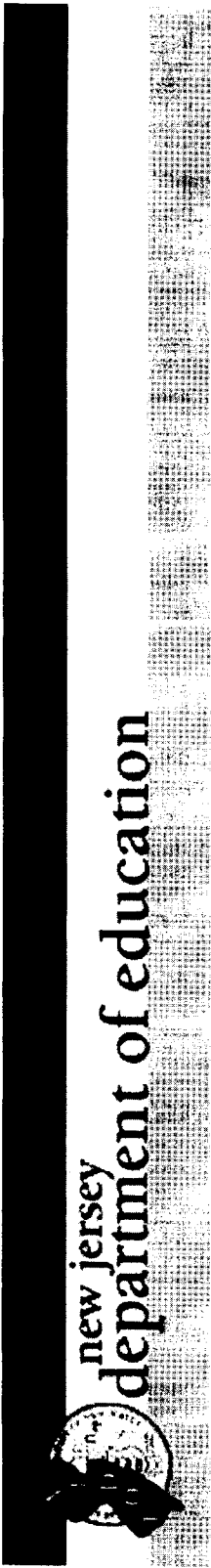
	State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
Participation Nontraditional	13.88	24.07	10.19	

1. Are you running any programs under Participation Nontraditional that are NOT meeting the State Negotiated Performance Level?

☐ Yes ☒ No

2. Describe the strategies and activities you will perform to continue to meet or exceed State Negotiated Performance Levels (S.N.P.L.) for programs that are already meeting S.N.P.L. (Limit 2000 characters.)

user ID: nhuebler



Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Academic Achievement	Skill Proficiency	Completion	Diploma Credential	Placement	Participation	Nontraditional	Completion	Nontraditional

Completion Nontraditional

Instructions

	State Negotiated Level	VEDS Reported Performance	Variance from Negotiated Level	Proposed Performance Target
Completion Nontraditional	12.60	0	-12.60	

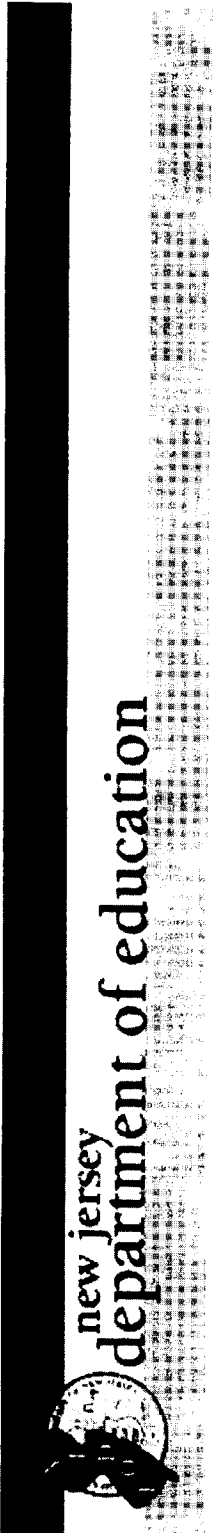
1. Are you running any programs under Completion Nontraditional that are NOT meeting the State Negotiated Performance Level?

☒ Yes ☐ No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters.)

1b. Enter the strategies and activities to be conducted to improve these programs. (Limit 2000 characters.)

user ID: nhuebler



Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Instructional Salaries				Non-Instructional Salaries				Other	Budget Summary

Instructional Salaries

Instructions

FEDERAL FUNDS	AMOUNT ALLOCATED: \$	AMOUNT BUDGETED: \$	AMOUNT REMAINING: \$
---------------	----------------------	---------------------	----------------------

CIP CODES	GOAL & OBJECTIVE NUMBER	STANDARD & MEASURE	USES OF FUNDS	TITLE of POSITION and NAME of EMPLOYEE (if known)	Delete Row
151302 151303 480703		AP NT P			
SALARY Annual Salary: \$ Percent of Time: % Requested Amount \$0					
200-200 BENEFITS (max 29%) FICA 7.65% \$0 TPAF 9.35% \$0 Other Benefits % \$0 Total Benefit 0.0% \$0					
TIME Full Part					
COST Program Admin					

CIP CODES	GOAL & OBJECTIVE NUMBER	STANDARD & MEASURE	USES OF FUNDS	TITLE of POSITION and NAME of EMPLOYEE (if known)	Delete Row
151302 151303 480703		AP NT P			

new jersey department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Instructional Salaries				Non-Instructional Salaries		Other	Budget Summary		

Non Instructional Salaries

Instructions

FEDERAL FUNDS AMOUNT ALLOCATED: \$ AMOUNT BUDGETED: \$ AMOUNT REMAINING: \$

CIP CODES	GOAL & OBJECTIVE NUMBER	STANDARD & MEASURE	USES OF FUNDS	TITLE of POSITION and NAME of EMPLOYEE(if known)	Delete Row
151302 151303 480703		AP NT P			<input type="checkbox"/>
SALARY					
Annual Salary: \$					
Percent of Time: %					
Requested Amount \$0					
TIME					
<input type="checkbox"/> Full <input type="checkbox"/> Part					
COST					
<input type="checkbox"/> Program <input type="checkbox"/> Admin					
200-200 BENEFITS(max 29%)					
<input checked="" type="checkbox"/> FICA 7.65% \$0					
<input type="checkbox"/> TPAF 9.35% \$0					
<input type="checkbox"/> Other Benefits % \$0					
Total Benefit 0.0% \$0					

CIP CODES	GOAL & OBJECTIVE NUMBER	STANDARD & MEASURE	USES OF FUNDS	TITLE of POSITION and NAME of EMPLOYEE(if known)	Delete Row
151302 151303 480703		AP NT P			

new jersey department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information Instructional Salaries	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Non-Instructional Salaries		Other						Budget Summary	

Other Budget Detail

Instructions

FEDERAL FUNDS	AMOUNT ALLOCATED: \$	AMOUNT BUDGETED: \$	AMOUNT REMAINING: \$
---------------	----------------------	---------------------	----------------------

DESCRIPTION/ITEMIZATION/JUSTIFICATION

Include description of item and the rationale for purchasing this item. For all equipment and non-consumable supplies, include minimum specifications, as required by Section 8.5.8 of the guidelines.

FUNCTION CODE	OBJECT CODE	CIP CODES	STANDARD & MEASURE	USES OF FUNDS	GOAL & OBJECTIVE NUMBER	Delete Row
		151302 151303 480703	AP NT P			<input type="checkbox"/>
ITEM NAME & DESCRIPTION						
<div> <div>COST</div> <div>HOW MANY</div> <div>COST PER UNIT \$</div> <div>TOTAL COST \$</div> </div>						
<input type="checkbox"/> Program Costs <input type="checkbox"/> Admin Costs						
FUNCTION CODE	OBJECT CODE	CIP CODES	STANDARD & MEASURE	USES OF FUNDS	GOAL & OBJECTIVE NUMBER	Delete Row



new jersey department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Perkins Secondary

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 -
6/30/2007

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Instructional Salaries		Non-Instructional Salaries			Other		Budget Summary		

Budget (Read Only)

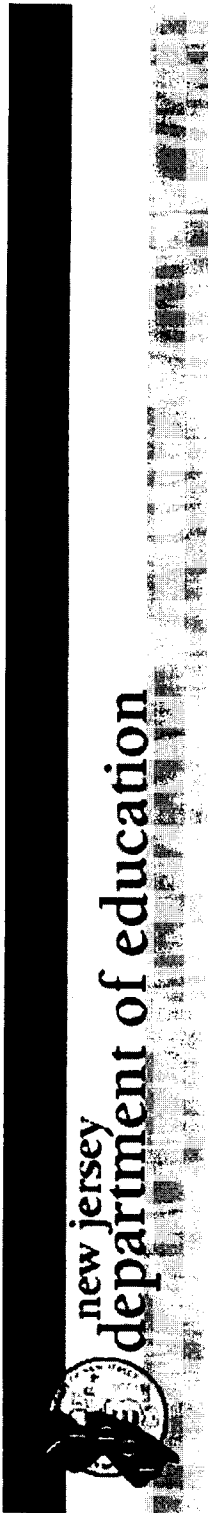
Instructions

D. Expenditure Category	E. Function & Object Code	F. Program Costs	G. Admin Costs	H. Total (F + G)
Instruction				
Personal Services - Salaries	100-100	0	0	0
Purchased Prof. & Tech. Services	100-300	0	0	0
Other Purchased Services	100-500	0	0	0
Supplies and Materials	100-600	0	0	0
Other Objects	100-800	0	0	0
SubTotal Instruction	0	0	0	0
Support Services				
Personal Services - Salaries	200-100	0	0	0
Personal Services - Employee Benefits	200-200	0	0	0
Purchased Prof. & Tech. Services	200-300	0	0	0
Purchased Prof. Ed Services	200-320	0	0	0
Purchased Property Services	200-400	0	0	0
Other Purchased Services	200-500	0	0	0
Travel	200-580	0	0	0
Supplies and Materials	200-600	0	0	0
Other Objects	200-800	0	0	0
Indirect Costs	200-860	0	0	0
SubTotal Support Services	0	0	0	0
FAC ACQ & CONSTRUCTION SERV				
Buildings	400-720	0	0	0
Instructional Equipment	400-731	0	0	0
Non-instructional Equipment	400-732	0	0	0
SubTotal FAC ACQ & CONSTRUCTION SERV	0	0	0	0
TOTAL PROJECT EXPENDITURES	0	0	0	0

user ID: nhuebler



New Jersey Department of Education
Send Questions to: eweghelp@doe.state.nj.us



Applicant Name: ROSELLE PARK Union County

Application: 2006 - 2007 Original Application

District: 394550

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
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Perkins Spending Plan Statement of Assurances

[Instructions](#)

THE DISTRICT/COLLEGE/AGENCY HEREBY ASSURES THE COMMISSIONER OF EDUCATION OF THE STATE OF NEW JERSEY THAT:

- A. All courses/programs/projects are conducted in accordance with N.J.S.A. 18A:26-2, N.J.S.A. 18A:54-1 et. seq., N.J.A.C. 6A:19-1 et. seq., and N.J.A.C. 6A:8-2.2, 2.3, 3.2;
- B. Where the Multiyear Perkins Plan and One-Year Perkins Spending Plan are based on the objective(s) to deliver services, provide supplies or purchase equipment for student use, the students will receive the proposed benefits. All funds awarded for a given fiscal year will be expended in accordance with the approved purposes and budget;
- C. The funds awarded will be used to supplement, and in no case supplant, state or local funds budgeted for programs or services of the same type. Support from any other funding will not duplicate P.L. 105-332, Sec 311 funds;
- D. Records which document the compliance with program requirements, relate to fiscal control, and/or the accounting of project funds, including those required under the record retention provisions of the General Education Provisions Act (GEPA Section 437), will be maintained for three years after the submission of all required reports, in accordance with EDGAR, Part C, 80.42;
- E. In accordance with P.L. 105-332, Sec. 135, the eligible recipient assures through its local One-Year Perkins Spending Plan that the funds will be used to do one or more of the following:
- (1) strengthen the academic, vocational and technical skills of students through integration of academic vocational and technical programs;
 - (2) provide programs that address all aspects of an industry;
 - (3) develop, improve, and expand the use of technology in vocational and technical education;
 - (4) provide professional development for teachers, counselors, and administrators, including in-service and preservice training and practices to involve parents and the community;
 - (5) evaluate programs and assess how special populations are being served;
 - (6) develop and upgrade programs;

- (7) provide services of sufficient size, scope, and quality; and
- (8) link secondary vocational and technical education and postsecondary vocational and technical education.

F. This Perkins One-Year Spending Plan has been developed in consultation with interested parties (P.L. 105-332 Sec. 134(b)(4) and the appropriate Workforce Investment Board(s) and a copy of the completed spending plan has been forwarded to the appropriate WIB(s) for review and comment; and

G. The eligible recipient agrees to use local funds to insure that the activities are implemented within the time line described in the Perkins One-Year Spending Plan.

user ID: nhuebler



New Jersey Department of Education

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new jersey department of education

Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
District Comments District Comments (Limit 1000 Characters)									
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Instructions

user ID: nhuebler

New Jersey Department of Education
Send Questions to: eweghelp@doe.state.nj.us

new jersey department of education

Applicant Name: ROSELLE PARK Union County

District: 39450

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Board Application Approval									Submit

Board of Education Application Approval

Instructions

Enter the date the Board Approved the submission of this application.

If the date of the Board Approval of this application is after June 16, 2006 you must submit a copy of the Board Resolution or a Certified Copy of the Board minutes showing the Approval Action. This document must be mailed to the Director of the Office of Vocational-Technical, Career and Innovative Programs.

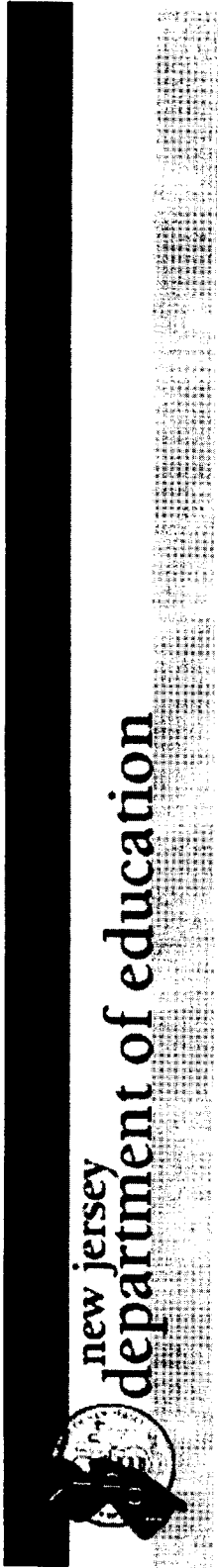
Date of Board Approval:

Workforce Investment Board Review

This submission is consistent with the local Workforce Investment Board plan and has been submitted to the board for review.

Date of Submission to WIB:

user ID: nhuebler



Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
Board Application Approval									Submit

Submit

Instructions

Assurances must be reviewed and approved before you can submit your application.

- Assurances
- Authorized Representative
- TCPIP Tier 1 Review
- TCPIP Tier 2 Review
- OGM Final Review

user ID: nhuebler



new jersey department of education



Applicant Name: ROSELLE PARK Union County

District: 394550

Application: 2006 - 2007 Original Application

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
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Application History (Read Only)

Instructions

This Application has not been submitted

user ID: nhuebler



New Jersey Department of Education
Send Questions to: eweghelp@doe.state.nj.us

new jersey department of education

Applicant Name: ROSELLE PARK Union County

Application: 2006 - 2007 Original Application

Project Period: 7/1/2006 - 6/30/2007

District: 394550

Perkins Secondary

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Overview	Contact Information	Allocations	Performance Level	Budget Pages	Assurances	Comments	Submit	Application History	Page Review Status
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New Jersey Department of Education
Send Questions to: eweghelp@doe.state.nj.us

APPENDIX C
TECH PREP NOTICE OF GRANT OPPORTUNITY

Notice of Grant Opportunity

2008 TECH PREP GRANT PROGRAM

Lucille E. Davy
Commissioner of Education

Jay Doolan, Ed.D.
Acting Assistant Commissioner
Division of Educational Programs and Assessment

Rochelle Hendricks
Director
Office of Vocational-Technical, Career and Innovative Programs
Division of Educational Programs and Assessment

February 2007

Application Due Date: April 18, 2007

NEW JERSEY DEPARTMENT OF EDUCATION
P.O. Box 500
Trenton, NJ 08625-0500

<http://www.state.nj.us/education>

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Lucille E. Davy, Commissioner
Secretary, State Board of Education

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SECTION 1: GRANT PROGRAM INFORMATION

1.1 DESCRIPTION OF THE GRANT PROGRAM

In past years, national organizations and state agencies have identified the importance of preparing students for postsecondary education and future employment. Policymakers, educators, and business and industry representatives have focused on fundamentals such as: establishing coherent sequences of academic and career and technical education² coursework for which students can earn dual credit during high school (*i.e.*, AP and Tech Prep); finding ways to make students' last year of high school challenging, rewarding, and productive (*i.e.*, Senior Year Option); raising the benchmarks for academic courses taught in high school to resolve remedial problems in postsecondary education; providing students with a smooth transition from secondary to postsecondary education; and partnering with high schools to align academic and career and technical education coursework from secondary through postsecondary education to adequately prepare students for postsecondary success, and ensure successful outcomes for students.

In recent years, comprehensive high schools and vocational-technical schools in New Jersey have made substantial gains in preparing students for postsecondary education and for eventual employment by developing and implementing comprehensive Tech Prep programs of study. Vocational-technical schools initially offering 2-year Tech Prep programs of study opened 4-year academies providing Tech Prep programs of study to students to prepare them for employment in one or more broad industry areas. Teachers developed and aligned curricula with their postsecondary partners and, in many cases, taught a coherent sequence of three or more college courses at the high school for which students earned dual credit.

Additionally, secondary and postsecondary institutional collaboration to develop new methods of off-campus program delivery, and improve articulation and transfer systems addressed capacity constraints at community colleges and 4-year colleges and universities throughout New Jersey. Communication and collaboration between and among partners gave rise to new educational models that provided students with the fundamental knowledge and skills necessary to transition successfully into postsecondary education, and opportunities for Tech Prep students to earn nine to 27 college credits during high school.

In addition, business and industry representatives provided internships and resources to secondary schools and became active members of advisory boards where their input was crucial in developing Tech Prep programs of study. Businesses provided structured learning

² **Career and Technical Education:** organized educational activities that: provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, and leads to an industry-recognized credential, a certificate or an associate degree (or baccalaureate degree); and, includes competency-based applied learning that contributes to the academic knowledge, high-order reasoning and problem solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

experiences³ to students to teach them “soft skills,”⁴ and general-to-specialized career and technical education knowledge and skills for the purpose of increasing student awareness of career opportunities within broad industry areas, and preparing them for work following graduation from high school or college. In some cases, teachers participated in structured learning opportunities which helped them: re-design their learning environments and teaching methodologies; create project-based learning opportunities for students; and guide students in selecting an occupational focus that met their career expectations.

These new Tech Prep models for education embraced the fundamental elements and philosophy of Tech Prep as a reform movement, and solidified relationships between and among secondary and postsecondary, business and industry partners resulting in a win-win situation for all major stakeholders.

It is the goal of the New Jersey Department of Education, through this Tech Prep Grant Program, to build upon the successes of the FY04-FY07 Tech Prep Grant Program. Carl D. Perkins Career and Technical Education Act federal funds will be distributed through a limited competitive discretionary grant process to secondary school districts that operate state-approved career and technical education programs and/or Tech Prep programs of study, but have not received Tech Prep federal funds in the past four-year grant period. The funds will be used for the purpose of modifying their existing Tech Prep programs of study, or developing new programs of study in accordance with federal regulations [Section 203(c)(2)(A)-(G)], and the definitions of concentrators and completers set forth by the NJDOE.

As a result of this grant opportunity, New Jersey will increase the number of Tech Prep consortia in the state, thereby providing more opportunities for students to prepare for high skill, high wage occupations in five broad industry areas where there is a workforce shortage; meet high academic and employability competencies [Section 204(d)(5)]; transition into postsecondary education and eventual work [Section 203(c)(2)(F)]; and assist the state in obtaining more accurate data to describe Tech Prep program success.

These new or modified Tech Prep programs will: (a) prepare students for occupations in: Health Science; Information Technology; Education and Training; Law, Public Safety & Security; and Business, Management and Administration; (b) provide students with strong academic courses and a coherent sequence of career and technical education courses (*i.e.*, three or more courses) for which students can earn dual credit; (c) provide students with structured learning experiences and career exploration opportunities; (d) promote professional development among teachers, administrators, and counselors that relates to Tech Prep, or the programs of study developed or implemented during the multi-year grant; (e) improve articulation and transfer systems with postsecondary institutions; (f) develop articulation agreements with 2-year and 4-year

³ **Structured learning experience:** experiential, supervised educational activities designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups, and to assist them in gaining employment skills and making career decisions. A structured learning experience may be either paid or unpaid, depending upon the activities in which the student is involved.

⁴ **Soft skills:** basic skills (e.g., reading, writing, arithmetic and mathematical operations, organization, listening and communicating), personal qualities (e.g., responsibility, self-esteem, sociability, self-management, integrity and honesty), and thinking skills (e.g., creativity, decision-making, problem solving, reasoning) needed in the workplace.

postsecondary institutions⁵; and (g) provide students with programs of study that lead to an associate or a baccalaureate degree.

1.1.1 BACKGROUND

During the 1980s, educators, policymakers and representatives from business and industry concentrated on making students' high school experience a foundation for further education and employment by: encouraging the development of partnerships with business and industry, and secondary and postsecondary educators; increasing students' motivation to pursue further education in high skill, high wage, or high demand occupations through career exploration; developing career and technical education programs articulated with postsecondary institutions as an alternative for college preparatory and general education tracks; introducing higher standards for academic and career and technical education coursework; developing, aligning, and articulating comprehensive programs of study with postsecondary institutions; encouraging professional development for teachers in contextual teaching; and implementing new models for education (*e.g.*, 2+2, 2+2+2).⁶

The benefits of such programs opened new lines of communication and cooperation among educators and representatives of business and industry and, as a result, stimulated greater employer contact with high schools and community colleges. Businesses and industries provided structured learning experiences to students and teachers, scholarships, resources of all kinds and, in some cases, provided fiscal support to high schools around the nation. In addition, encouraging the development, alignment, and articulation of comprehensive programs of this kind mobilized an interest in curriculum change around high skill and high wage occupations, and strengthened academics to raise the benchmarks for students.

During the 1990s, federal funding was provided to consortia around the nation to develop these new models for education which were called Tech Prep programs of study. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and its subsequent reauthorizations, The Carl D. Perkins Vocational and Technical Education Act of 1998, and the Carl D. Perkins Career and Technical Education Improvement Act of 2006 defined a Tech Prep program of study as a program that: “(A) combines a minimum of two years of secondary education (as determined by state law) with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study [Section 203(c)(2)(A)(i-ii)] to be carried out under an articulation agreement between the participants of the consortium [Section 203(c)(1)]; (B) integrates academic and vocational and technical instruction, and utilizes work-based and worksite learning when appropriate and available [Section 203(c)(2)(B)]; (C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations [Section 203(c)(2)(C)]; (D) builds students' competence in technical skills and in core academic subjects, as appropriate, through applied, contextual, and integrated instruction, in a coherent

⁵ **Articulation Agreement:** is a written commitment that is agreed upon at the State level; or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution; or a sub-baccalaureate degree granting postsecondary educational institution; for a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; or linked through credit transfer agreements between two institutions.

⁶ Alan M. Hershey, Marsha K. Silverberg, Tom Owens, Lara K. Hulsey (1998). “Focus for the Future: The Final Report of the National Tech Prep Evaluation.” Mathematica Policy Research, Inc. Princeton, New Jersey.

sequence of courses [Section 203(c)(2)(D)]; (E) leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field [Section 203(c)(2)(E)]; and (F) leads to placement in appropriate employment or to further education.⁷”

Since the 1998 Amendments to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, the federal government has provided more latitude in the types of Tech Prep programs of study vocational-technical and comprehensive high school districts can develop and implement in their schools. Sixteen career clusters (*i.e.*, broad industry areas) have been identified and endorsed by the federal government and The States’ Career Cluster Initiative (refer to www.careerclusters.org). Tech Prep programs of study developed around these career clusters provide students with multiple exit options.

Today, identifying the career clusters that will offer job opportunities to students in high growth, high skill, and high wage occupations of the American economy can be realized through analyses of long term projections of employment growth nationally and in New Jersey. The US Department of Labor, Bureau of Labor Statistics,⁸ and the NJ Department of Labor and Workforce Development⁹ projected that occupations with the greatest employment growth between 2002-2014 for the nation, and for New Jersey, include the following career clusters: Business Management and Administration (including finance); Education and Training; Health Science; Information Technology; and Law; Public Safety and Security. High skill and high wage professional level employment in these career clusters include: medical assistants, physician assistants, registered nurses, and licensed practical nurses (Health Science Career Cluster); accountants and auditors, first-line supervisors and managers of retail stores, and administrative personnel (Business, Management and Administration Career Cluster); elementary, secondary and special education teachers, and postsecondary teachers (Education and Training Career Cluster); computer programmers and system analysts (Information Technology Career Cluster); and police and patrol officers, and security guards (Law, Public Safety and Security Career Cluster).

In addition, The John J. Heldrich Center for Workforce Development at Rutgers University¹⁰ has identified the emerging skills that are in demand in the 21st century and made recommendations for improving education and training in New Jersey by: (a) expanding career awareness; (b) promoting math and science education; (c) promoting applied learning, internships and field projects through partnerships with private industry; (d) increasing training across disciplines to encourage adaptability; (e) increasing technology training for teachers; and (f) linking high school career and technical education programs to postsecondary education. These recommendations for improving education are essential components of Tech Prep programs of study.

⁷ Carl D. Perkins Vocational and Applied Technology Education Act of 1998, Pub. L. No. 105-332, 112 Stat 3076 (1998), available at <http://thomas.loc.gov>

⁸ The President’s High Growth Job Training Initiative, 2003, <http://www.dolet.gov/BRG/JobTrainInitiative/>

⁹ NJ Department of Labor and Workforce Development, Labor Market and Demographic Research, Occupational and Demographic Research, <http://www.wnjin.net/OneStopCareerCenter/LaborMarketInformation/lmi04/index.html#occ>

¹⁰ Van Horn, Carl E. (2005). Ready for Tomorrow: Demand-Side Emerging Skills for the 21st Century <http://www.heldrich.rutgers.edu/publications.asp?SearchSubmit=1&Title=&Keywords=emerging+skills&TypeID=&SubjectAreaID=1&SubmitButton=Search>

Governor Jon Corzine's Economic Growth Strategy for New Jersey further identifies the importance of developing a world-class workforce by helping students obtain the knowledge and skills necessary to be competitive in a global economy, and promoting the development of new technologies to ensure that New Jersey continues to be a leader in innovation.¹¹ This can be accomplished by promoting collaboration between business sectors and educational institutions for the purpose of developing new curricula that meets the workforce needs of business and industry, and raises the benchmarks for students.¹²

Through the goals of the Tech Prep Grant Program, new or modified Tech Prep programs of study will be developed and implemented in career clusters offering job opportunities to students in high growth, high demand occupations of the national and state economy based upon long-term projections of the US Department of Labor, Bureau of Labor Statistics, and the NJ Department of Labor and Workforce Development. These new programs of study will incorporate the essential elements of Tech Prep to adequately prepare students for postsecondary education and future employment.

1.1.2 TIMELINES

The FY08 Tech Prep Grant Program is a limited competitive discretionary grant program for secondary school districts that operate state-approved career and technical education programs and/or Tech Prep Programs of study that begins in FY08 (*i.e.*, school year 2007-2008) and extends through FY10 (*i.e.*, school year 2009-2010). Tech Prep consortia members will develop and implement two new Tech Prep programs of study, or modify two existing Tech Prep programs of study in one or more of the following career clusters:

- Health Science
- Information Technology
- Education and Training
- Law, Public Safety & Security, and
- Business, Management and Administration

The Tech Prep Grant Program solicits a multi-year plan that will cover the contract award periods, as follows:

State Fiscal Year 2008	Award Period, September 1, 2007-August 31, 2008
State Fiscal Year 2009	Award Period, September 1, 2008-August 31, 2009
State Fiscal Year 2010	Award Period, September 1, 2009-August 31, 2010

The application must include the forms listed in Section 3 of the Tech Prep Grant Program NGO, and the Narrative, Project Activity Plan, and the Budget forms will be used to evaluate whether the applicant has been successful in meeting the mandated goals and objectives that are listed in Section 2, subsection 2.2, Project Requirements.

¹¹ State of New Jersey Office of the Governor, Governor Corzine's Economic Growth Strategy, 2006, <http://www.state.nj.us/governor/news/news/approved/20060907.html>

¹² State of New Jersey Office of the Governor, Innovation Partnership Institute Innovation Partnership Institute, 2006, <http://www.state.nj.us/njbusiness/home/announcements/approved/20061027a.shtml>

All project activities must be completed by the end of each grant period, and continuation of grant funding will be contingent on the availability of Perkins federal funding, and successful completion of the Tech Prep Grant Program requirements. Failure to do so may result in the withdrawal of the lead agency's eligibility for continuation funding by the Department of Education.

1.2 ELIGIBILITY TO APPLY

In accordance with The Carl D. Perkins Career and Technical Education Improvement Act of 2006, the Tech Prep Grant Program applications must be submitted by lead agencies on behalf of consortia of local educational agencies and 2-year and 4-year postsecondary educational institutions.

The Tech Prep Grant Program is a limited competitive discretionary grant program open to Tech Prep consortia in New Jersey consisting of:

- 1) A local educational agency, an intermediate educational agency, educational service agency, or area career and technical education school, serving secondary school students, or a secondary school funded by the Bureau of Indian Affairs [P.L. Section 203(c)(A)]; and
- 2) An institution of higher education that awards a baccalaureate degree {P.L. Section 203(c)(2)(A)}; and
- 3a) A nonprofit institution of higher education that offers a 2-year associate degree program, or a 2-year certificate program; is qualified as an institution of higher education pursuant to Section 102 of the Higher Education Act of 1965 including an institution receiving assistance under the Tribally Controlled College or University Assistance Act of 1978, and a tribally controlled postsecondary career and technical institution; or offers a 2-year apprenticeship program that follows secondary education if such nonprofit institution of higher education is not prohibited from receiving assistance under part B of title IV of the Higher Education Act of 1965 [P.L. Sec. 203 (c)(B)]; or
- 3b) A proprietary institution of higher education that offers a 2-year associate degree program, and is qualified as an institution of higher education pursuant to Section 102 of the Higher Education Act of 1965, if such proprietary institution of higher education is not subject to a default management plan required by the Secretary [P.L. Sec. 203 (c)(B)].

Lead agencies that received Tech Prep funding in FY04—FY07 are not eligible to apply for Tech Prep grant funds. Ineligible lead agencies include the following school districts: North Brunswick Township District; Warren County Vocational School; Morris County Vocational School; Gloucester County Vocational School; and Salem County Vocational School.

Subgrantees of lead agencies may apply for Tech Prep grant funds; however, they cannot apply for funding to modify programs of study they developed during the FY04—FY07 multi-year Tech Prep Grant Program (refer to Appendix 2).

This limited competitive discretionary grant is available to secondary school districts that operate existing state-approved career and technical and/or Tech Prep educational programs of study but did not receive Tech Prep federal funds in the FY04—FY07 four-year Tech Prep Grant Program. The FY08 Tech Prep Grant program will provide these secondary schools with an opportunity to modify existing career-technical or Tech Prep programs of study, or develop new Tech Prep programs of study in accordance with federal regulations, and the definitions of concentrators and completers set forth by the NJDOE [Section 203(c)(2)(A-G)]. Funding will serve to increase the number of New Jersey's Tech Prep consortia and provide more opportunities for students to prepare for careers and transition into postsecondary education and eventual jobs (Refer to Appendix C for school districts eligible for Tech Prep funding) .

This limitation does not apply to community colleges and 4-year postsecondary institutions of higher education that received funding as lead agencies or as subgrantees in the FY04—FY07 Tech Prep Grant Program. Community colleges and postsecondary institutions of higher education may participate as a Tech Prep consortia member, but may not be funded for the same program of study by different consortia.

Only secondary schools may serve as the lead agency. Additionally, secondary schools and partnering community colleges must be located within the county, or region, that the consortium is to serve. Four-year colleges or universities serving as consortia partners can be located in any region in New Jersey. Two-year and 4-year postsecondary institutions must have degree programs that relate to the new programs of study being implemented for years one and two of the multi-year grant. Please refer to the Career Cluster Inventory of Program Offerings at <http://www.nj.gov/njded/voc/toolbox.htm>, and NJ Transfer for this information <http://www.njtransfer.org/>

To ensure an equitable distribution of funding, the total number of Tech Prep grants disseminated over the multi-year Tech Prep grant program will be divided equally between the two regions in New Jersey, the Northern and Southern Regions [P.L. Section 204(f)]. Five applications will be selected from the Northern Region, and five applications will be selected from the Southern Region. All Tech Prep Grant Program applications that have a score of 65 and above are eligible to receive Tech Prep grant funds. Applicants are funded in rank order by region. The five top ranking applications in each region will receive funding and, if there are not enough applications from one region, or a region does not have five applications that have a score of 65 and above, remaining funding will be awarded to applicants based upon rank order regardless of region.

Northern Region	Southern Region
Bergen County	Atlantic County
Essex County	Burlington County
Hudson County	Camden County
Hunterdon County	Cape May County
Morris County	Cumberland County
Passaic County	Gloucester County
Somerset County	Mercer County
Sussex County	Middlesex County

Northern Region	Southern Region
Union County	Monmouth County
Warren County	Ocean County
	Salem County

Each lead agency whose grant application is funded in year one of the Tech Prep multi-year grant program will be eligible to apply for continuation funding in year two and in year three pending attainment of stated goals and objectives on a yearly basis, and availability of Carl D. Perkins Career and Technical Education Improvement federal grant funds. All terms and conditions of the Tech Prep Grant program established in year one must be satisfied in each year of the multi-year Tech Prep grant program.

All subsequent project activity plans will be reviewed for each year of the multi-year grant to determine the applicant's eligibility for continuation. Each year of the three-year grant program will begin September 1 and end August 31.

Not all information included in the original Tech Prep Grant Program application will be included in subsequent NGOs; however, all eligibility requirements must be maintained throughout the multi-year grant. Grant recipients are expected to retain a copy of the Tech Prep Grant Program NGO, and copies of all subsequent requests for funding continuation (NGOs) over the multi-year grant for reference purposes.

1.3 STATUTORY/REGULATORY SOURCE AND FUNDING

The applicant's project must be designed and implemented in conformance with all applicable state and federal regulations. The Tech Prep Grant Program is 100 percent federally funded under The Carl D. Perkins Career and Technical Education Improvement Act of 2006 Title II, Tech Prep Education.

Final awards are subject to the availability of The Carl D. Perkins Career and Technical Education Improvement Act of 2006 Title II, Tech Prep Education funds. The New Jersey Department of Education anticipates that it will make up to 10 awards, up to a maximum of \$179,000 per consortium, based upon submission of an application that meets the criteria outlined in this NGO. Funds available for program development and implementation in FY08 are anticipated at \$1,790,000.

1.4 DISSEMINATION OF THIS NOTICE

The Office of Vocational-Technical, Career and Innovative Programs will make this notice available to all Chief School Administrators of secondary school districts in New Jersey that operate state-approved career and technical and/or Tech Prep educational programs of study, the State Employment and Training Commission, presidents or CEOs of 2-year nonprofit postsecondary institutions, 4-year nonprofit postsecondary institutions, and proprietary institutions of higher education, and to the county superintendents of the regions and counties in which the eligible agencies are located based upon the eligibility statement defined in Section 1.2: Eligibility to Apply.

Important: This NGO does not constitute the complete application package. All applicants must use this NGO in combination with the Discretionary Grant Application (DGA), which contains required guidance, application forms and instructions, necessary to prepare a complete application. The DGA is available on the NJDOE web site at:

1. <http://www.state.nj.us/njded/grants/discretionary/index.html/>, or
2. by contacting the Application Control Center at the New Jersey Department of Education, River View Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 633-6974; fax (609) 777-1051.

Additional copies of the NGO are also available on the NJDOE web site (above) or by contacting the Office of Vocational-Technical, Career and Innovative Programs at the New Jersey Department of Education, River View Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 777-4659; fax (609) 984-5347.

1.5 TECHNICAL ASSISTANCE

The Office of Vocational-Technical, Career and Adult Programs will provide a technical assistance workshop to consortia eligible for funding under this grant program. The technical assistance workshop will provide applicants with technical assistance relating to developing a program design that meets the terms and conditions of the grant program (Vocational Education Data System, VEDS). The focus of the technical assistance workshop will be on the upcoming grant agreement period covered by this NGO, September 1, 2007 to August 31, 2008.

To avoid giving individual applicants an unfair advantage over other applicants of the Tech Prep Grant Program funds, the NJDOE will not provide additional Tech Prep assistance before or after the technical assistance workshop.

The Technical Assistance Workshop will be held Monday, March 26, 2007, 9:30 a.m.—1:00 p.m. in the First Floor Conference Room at the New Jersey Department of Education, 100 Riverview Plaza, Trenton, New Jersey. Pre-registration is required by Wednesday, March 22, 2007. Please call Dr. Connie Walde at (609) 777-4659, or send an e-mail to her (cwalde@doe.state.nj.us) to register for the Technical Assistance Workshop. Registrants requiring special accommodations for the Technical Assistance Workshop should identify their needs at the time of registration.

1.6 APPLICATION SUBMISSION

The Department of Education operates discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, will not accept late applications.

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive an original and four copies of the complete application NO LATER THAN 4:00 P.M. ON WEDNESDAY, APRIL 18, 2007. Without exception, the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an

application received after this deadline. An applicant agency will lose the opportunity to be considered eligible for an award if the application is received after the due date.

The original and four (4) copies of the application must be mailed or delivered to:

Application Control Center
New Jersey Department of Education
River View Executive Plaza, Building 100
P.O. Box 500
Trenton, NJ 08625-0500

Applicants are encouraged either to:

- hand deliver the application to the address above which is located next to Mercer County Waterfront Park on Route 29 in Trenton, between the hours of 8:30 a.m. and 4:00 p.m., Monday through Friday (excluding state holidays) and obtain a dated receipt; or
- send the application by Certified Mail, Return Receipt Requested; or
- arrange for delivery by an overnight delivery service to ensure timely delivery and receipt of the application.

Postmarks are not acceptable evidence of timely submission. Receipt by the due date and time is required. Applicants are encouraged to obtain a receipt or to sign in upon delivery to verify NJDOE receipt. Complete applications are those that include all elements listed in Section 3.4: Application Component Checklist of this notice. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for evaluation. The Department of Education reserves the right to reject any application not in conformance with the requirements of this NGO.

Complete proposals are those that include all elements listed in Section III, subsection 1: Required Component Listing, of this NGO. Proposals received by the due date and time will be screened to determine whether they are, in fact, eligible for evaluation. The Department of Education reserves the right to reject any proposal not in conformance with the NGO.

Applications submitted by fax cannot be accepted in any circumstances.

1.7 REPORTING REQUIREMENTS

The lead agency is required to submit periodic program and fiscal reports documenting grant-related activities that are relevant to the current grant period (*i.e.*, September 1, 2007—August 31, 2008) in the multi-year grant program. The interim reports will be reviewed to determine the degree of the grantee's progress within the scope of work appropriate to the grant period, and its conformance with program regulations and enabling legislation. For additional information about reporting requirements, see the *Grant Recipient's Manual for Discretionary Grants* at: www.state.nj.us/njded/grants/discretionary/management

The accurate and timely submission of all required reports by the lead agency (grantee) is necessary to ensure the release of scheduled payments. The New Jersey Department of Education reserves the right to withhold funds from the grantee if reports are delayed or delinquent.

Grant recipients are required to submit periodic program and fiscal reports. The program and fiscal reports for the first year of the multi-year grant will be due as follows:

Report	Reporting Period	Due Date
1 st Interim Report	September 1, 2007-February 29, 2008	March 17, 2008
2 nd Interim Report	September 1, 2007-May 15, 2008	June 30, 2008
Final Report	September 1, 2007-August 31, 2008	November 3, 2008

The second interim report is due on June 30, 2008 in order for grantees to meet the deadline for Tech Prep occupational program approval for new Tech Prep programs developed over the multi-year grant.

1.8 ASSESSMENT OF STATEWIDE PROGRAM RESULTS

To evaluate goal outcomes, The New Jersey Department of Education will use required interim and final fiscal and program reports to evaluate progress towards accomplishment of local goals and objectives, and the prescribed outcomes or deliverables that are listed in Section 2: Project Guidelines, subsection 2.2. Once a year, the New Jersey Department of Education will also complete on-site monitoring of grantees who serve as lead agencies for the Tech Prep Grant Program.

In addition, the VEDS data collected from consortia members will provide results to determine program success as defined by Carl D. Perkins Career and Technical Education Act of 2006:

Core Measure 1: Number of Tech Prep students served

- The total number of Tech Prep students served in secondary and postsecondary education.

Core Measure 2: The total number and percent of students enrolled in Tech Prep programs of study at the high school that:

- Completed a state or industry-recognized certification or licensure; and
- Successfully completed courses for which they received college credit in high school.

Core Measure 3: The total number and percent of students enrolled in Tech Prep programs of study in postsecondary education that:

- Enrolled in postsecondary education;
- Enrolled in the same field or career area in which the student earned college credits while in high school;
- Enrolled in remedial mathematics, writing, or reading courses in postsecondary education;
- Were placed in a related field of employment not later than 12 months after graduation;
- Completed a state or industry-recognized certification or licensure;
- Completed a 2-year degree or certificate program within the normal time for completion for that program; and
- Completed a baccalaureate degree program within the normal time for completion of the program.

SECTION 2: PROJECT GUIDELINES

The intent of this section is to provide the applicant with the program framework within which it will plan, design, and develop its proposed project to meet the purpose of this grant program. Before preparing applications, potential applicants are advised to review Section 1.1, Description of the Grant Program of this NGO to ensure a full understanding of the state's vision and purpose for offering the program. Additionally, the information contained in Section 2 will complete the applicant's understanding of the specific considerations and requirements that are to be considered and/or addressed in its project.

When developing an application, the agency must use the Discretionary Grant Application (DGA). The DGA contains the requirements, forms and instructions applicable to all grant programs. The application selection process is based upon conformance with the application requirements contained in the DGA and the project specific information contained in Sections 2 and 3 of this NGO.

2.1 PROJECT DESIGN CONSIDERATIONS

It is the goal of the NJDOE to provide opportunities to secondary school districts that operate state-approved career and technical education programs and/or Tech Prep programs of study, but have not received Tech Prep federal funds in the past four-year grant period, for the purpose of modifying their existing Tech Prep programs of study, or developing new programs of study in accordance with federal regulations [Section 203(c)(2)(A)-(G)], and the definitions of concentrators and completers set forth by the NJDOE.

As a result of this grant opportunity, New Jersey will increase the number of Tech Prep consortia in the state, thereby providing more opportunities for students to prepare for careers in five broad industry areas where there are workforce shortages; meet high academic and employability competencies [Section 204(d)(5)]; transition into postsecondary education and eventual work [Section 203(c)(2)(F)]; and assist the state in obtaining more accurate data to describe Tech Prep program success.

These new or modified Tech Prep programs will: (a) prepare students for occupations in Health Science, Information Technology, Education and Training, Law, Public Safety & Security, and Business, Management and Administration; (b) provide students with strong academic courses and a coherent sequence of career and technical education courses (*i.e.*, three or more courses) for which students can earn college credit; (c) provide students with structured learning experiences and career exploration opportunities; (d) promote professional development among teachers and counselors that relates to Tech Prep, or the programs of study developed or implemented during the multi-year grant; (e) improve articulation and transfer systems with postsecondary institutions; (f) develop articulation agreements with 2-year and 4-year postsecondary institutions; and (g) provide students with programs of study that lead to an associate or a baccalaureate degree.

2.1.1. SPECIAL CONSIDERATIONS

Additional bonus points will be awarded to those applicants who develop dual credit¹³ programs of study, or have master-prepared faculty members teach equivalent college courses on high school campuses (Refer Section 3: Completing the Application). If applicants intend to develop dual credit programs or teach equivalent college courses on their high school campuses, this information must be stated in the Project Abstract, and discussed throughout the Project Description.

2.2 PROJECT REQUIREMENTS

Sections 2.2.1, 2.2.2, and 2.2.3 identify the project requirements, the eight major themes applicants must address when developing their local project plan, and the mandated goals and indicators for the Tech Prep Grant Program.

2.2.1 REQUIREMENTS FOR APPLYING FOR TECH PREP GRANT FUNDS

1. Lead agencies must identify consortium partners which must include one community college and at least one four-year college or university.
2. Lead agencies must identify the:
 - a. names of the programs of study (*i.e.*, three programs of study) to be developed or modified over the multi-year grant with their corresponding CIP Codes;
 - b. names of the career clusters (refer to www.careerclusters.org) in which these programs are organized;
 - c. names of the college programs of study to which they are aligned, and their corresponding CIP Codes.
3. Lead agencies must develop comprehensive programs of study in one or more of the following career clusters: Business Management and Administration (including finance); Education and Training; Health Science; Information Technology; and Law; Public Safety and Security. These programs of study must combine strong academics¹⁴ with career and technical education coursework. A program of study must consist of three or more career and technical education courses for which students can earn college credit.
4. Lead agencies and their postsecondary partners must develop new programs of study, or modify existing programs of study during years one and two of the grant period. The program of study developed in year one of the grant period must be implemented by year two of the grant period, the program of study developed in year two of the grant period, must be implemented by year three of the grant period. All programs of study must be developed and implemented by year three of the multi-year grant period.

¹³ **Dual credit:** A course for which students receive high school credit and college credit.

¹⁴ **Strong academics:** promote student competence in core subjects such as: English , reading and language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

- a. New curricula must be developed and aligned with programs offered at partnering postsecondary institutions, and must consist of strong academic courses and at least three or more career and technical education courses for which students can earn college credit (*e.g.*, dual credit, concurrent credit, or articulated credit).
 - b. If lead agencies are modifying existing programs of study, occupational program approval letters from OVTCIP for the programs of study must be submitted with the application.
 - c. All lead agencies must apply for Tech Prep Career and Technical Education Program Approval with OVTCIP before the end of years one, two, and three of the multi-year grant, including those applicants that are modifying existing Tech Prep programs of study.
5. Lead agencies must develop articulation agreements with 2-year and 4-year postsecondary institutions of higher education. Articulation agreements with 2-year and 4-year postsecondary institutions must be dated, signed by chief administrators, and submitted to OVTCIP by the end of each grant period.
6. High school teachers must hold the certifications and/or licensure necessary to teach the programs of study at the high school, and the applicable certifications and/or licensures must be attached to the application.
7. If the applicant will provide paid or unpaid structured learning experiences¹⁵ that will take place at worksites and/or community-based sites, include the list of certified teachers that will be responsible for supervising the worksite and/or community-based site. Include the staff names and their certification. Teachers may hold a cooperative education certificate or be appointed by the district to supervise structured learning experiences. In this case, include a copy of the “Structured Learning Experience Teacher Certification and Training Information” form that the district filed with the county superintendent’s office.
8. Applicants must submit a three-year plan for the Tech Prep Grant Program (*i.e.*, Description of the Program, Grant Goals and Objectives); however, the Project Activity Plan will include implementation activities that the lead agency and its consortium partners will complete during the first year of the grant.
9. All project directors and Tech Prep coordinators whose salaries are covered by federal funding must attend project-related meetings. If the project director or coordinator is not available to attend these meetings, another representative of the lead agency must attend

¹⁵ Structured learning experience: means experiential, supervised educational activities designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups, and to assist them in gaining employment skills and making career decisions. A structured learning experience may be either paid or unpaid, depending upon the activities in which the student is involved.

2.2.2 DEVELOPING THE PROJECT PLAN

The Tech Prep Grant Program requires that secondary and postsecondary educators work together to successfully complete goals and goal outcomes (*i.e.*, indicators). The Tech Prep Grant Program will require applicants to accomplish goals that relate to eight major themes:

1. Extending the Tech Prep 2+2 model
2. Marketing, recruitment and retention
3. Developing new programs of study or modifying existing programs of study through new methods of program delivery
4. Curricula development
5. Staff development
6. Special Populations
7. Structured learning experiences
8. Accountability measures

In designing your project, the NJDOE encourages you to consider the following questions relating to the eight themes:

1. Extending the Tech Prep 2+2 model:

- a. **Developing advisory committees:** How will the applicant and its subgrantees develop advisory committees to support and sustain the Tech Prep Grant Program, and to stay current with all aspects of business and industry? Will advisory committees be developed at secondary and postsecondary levels of education (*e.g.*, at 2-year and 4-year institutions of higher learning)? What will be the major focus and responsibilities of the committees, and who will they report to? Who are the major stakeholders who will participate in the advisory committees (*e.g.*, postsecondary administrators and faculty members, district superintendents, school principals, project directors, lead teachers, business/industry liaisons, union representatives, counselors, and students and parents)? Will representatives from unions be invited to participate?
- b. **Resolving transitional problems:** How will the applicant and its subgrantees engage secondary and postsecondary educators in activities that will help them identify and resolve the problems that prohibit students from transitioning smoothly from secondary to postsecondary education? Who will be responsible for identifying and resolving the problems (*e.g.*, superintendents and coordinators at secondary institutions, and representatives from departments or offices at 2-year and 4-year postsecondary institutions, or a combination of these), and to whom will they report? How will postsecondary institutions identify Tech Prep students, and align secondary and postsecondary systemic mechanisms to ensure students receive the credit they earn in high school? Will students be required to pass the HSPA before taking college credit courses? How and when will students receive the college credit they earned during high school? What types of post-tests will students complete and pass

before they will receive college credit from 2-year and 4-year postsecondary institutions of higher education?

- c. **Developing articulation agreements:** How will the applicant and its subgrantees develop articulation agreements between secondary institutions and a 4-year baccalaureate degree granting institution? How will the applicant and its subgrantees develop articulation agreements between secondary institutions, a 2-year degree granting institution, and a 4-year baccalaureate degree granting institution? Who will be responsible for completing the articulation process? What components will the applicant and its subgrantees consider requiring in an articulation agreement? Will student requirements and the content of the articulation agreements be the same for transitioning students from a 2-year community college to a 4-year college or university, or when transitioning students from secondary education to a 4-year college or university? Is it possible for applicants and subgrantees to develop articulation agreements that will serve all students in the school district going on to college (e.g., AP students and Tech Prep students)?

2. Marketing, recruitment, retention, and sustaining the program:

- a. How will marketing and recruitment efforts be established to promote the new Tech Prep programs of study? How will recruitment efforts involve parents and students, counselors, partners from business and industry, and union representatives? How will secondary and postsecondary educators provide **all students** with opportunities to engage in career exploration to help them choose career options using the career cluster format? What types of activities will the applicant and its subgrantees provide to parents, students, and other major stakeholders to reframe their perceptions about when students can begin to take college courses? What types of incentives will be offered to students to encourage them to consider this as an option? How will applicants and subgrantees retain students in the Tech Prep programs of study from year to year, and what kind of program flexibility will be built into the career clusters that will allow students to consider new career options, if necessary? What plan will be in place to sustain the program upon completion of the multi-year grant?

3. Developing new programs of study or modifying existing Tech Prep programs through new methods of program delivery:

- a. **Identifying a common program of study:** How will the applicant and its subgrantees identify a common program of study offered by partnering 2-year and 4-year postsecondary institutions, and a sequence of courses for which students can earn college credit while attending high school? Will the program of study be offered by secondary schools through a dual credit or dual enrollment program?
- b. **Implementing new methods of program delivery:** What methods of program delivery will the applicant and its subgrantees select to provide students with a sequence of courses for which they can earn college credit? If postsecondary faculty members will teach college credit courses on high school campuses, what are the

certification requirements that they must have? If secondary teachers will teach college courses at their schools, how will they be involved in the curriculum development process to ensure that the courses are equivalent to the college courses offered at postsecondary institutions of higher learning? How will the learning environment be structured around the career cluster organizational format (e.g., develop career academies, programs of study)? When will students begin taking college credit courses? How will transportation be provided to students to attend classes at a community college, or a 4-year college or university, if it is required?

- c. **Developing integrated curricula:** How will secondary and postsecondary educators and business partners work together to integrate the curricula for a sequence of academic and career and technical education courses in an occupational area for which students will earn college credit?¹⁶ How will secondary educators strengthen the academic component of the program of study through the use of applied contextual academics?

4. Special Populations:

- a. How will the high school and its postsecondary partner recruit students from special populations, and offer Tech Prep program services to them so that they can enroll in Tech Prep programs of study?
- b. What type or kind of preparatory services will you provide to all student populations to ensure that they are prepared to take college courses and successfully complete college courses?

5. Structured learning experiences:

- a. How will the applicant and its subgrantees provide secondary students with structured learning experiences to help them understand all aspects of business and industry, and to explore career options. Will teachers bring employers into the classroom to provide students with real world projects, mentor students, and assess students' soft skills and career and technical education skills? Will students be provided with opportunities to participate in internships in the career area of their choice to enhance real-world problem-solving skills? Will students participate in community service work? Will students be provided with opportunities to develop on-campus or off-campus business enterprises or to participate in other structured learning experiences?

6. Staff development for teachers and administrators:

- a. What activities will the applicant and its subgrantees offer to teachers, and administrators: to help them understand Tech Prep as an approach to educational reform; effectively implement Tech Prep programs of study; support the needs,

¹⁶ Tech Prep programs of study must include at least, the last two years of secondary education preceding graduation and the programs of study offered in secondary education must relate to college programs offered at 2-year and 4-year degree granting institutions.

expectations, and methods of business and all aspects of industry; support contextual and applied curricula instruction, and assessment; provide joint training among consortia members; support the use and application of technology; support in assessing and utilizing data and information? [P.L. Section 203(c)(4)(A)-(F)]

- b. **Best practices:** What other staff development opportunities will the applicant offer secondary and postsecondary teachers to help them implement Tech Prep programs of study, integrate the use of technology in their classrooms, use contextual and applied curricula and instruction, and expose them to other good teaching practices?

7. Staff development for counselors:

- a. What activities will the applicant and its subgrantees offer to counselors to help them: (a) understand Tech Prep as an approach to educational reform so that counselors can guide students in pursuing a career focus; (b) support student progress in completing Tech Prep programs of study, and developing career plans; (c) provide students with information relating to the 16 career clusters, the career foci that can be explored within these career clusters, and employment-related information; (d) ensure that students have the information necessary to transition smoothly from secondary to postsecondary education; (e) stay current with the employment needs, employer expectations, and all aspects of business and industry that students can explore to choose a career focus; and (f) provide career guidance and exploration to students, including special populations [P.L. Section 203(c)(5)(A)-(F)].

8. Development of accountability systems:

- a. What activities will the applicant and its subgrantees complete to develop database systems to track students from secondary to postsecondary education, to assess program effectiveness, and to provide students with self-assessment opportunities?

Consideration of these questions will help applicants design a successful project.

In preparing a response to this NGO, each applicant is responsible for reviewing and complying with all grant program requirements set forth in this NGO. Each applicant must address the local goals prescribed by this NGO and include a comprehensive narrative that describes how the consortium will address the goals to achieve the outcomes or deliverables listed below under 2.2.1 over the three-year multi-year grant. In addition, the applicant must complete a Program Activity Plan that lists the activities that the consortium will complete to support the goals of the NGO for **year one** of the multi-year grant.

Goals and performance indicators for the Tech Prep Grant Program are mandated by the NGO; however, applicants must develop objectives to satisfy each goal, and to achieve goal outcomes that will demonstrate that the goals and the objectives have been successfully completed. Performance indicators will include results from qualitative or quantitative research, or observable measures such as documentation that will indicate successful completion of program activities (e.g., telephone records, completed application forms, and sign-in sheets).

In addition, all applications will include Budget Summary forms which identify expenditures by line-item for the first year of the Tech Prep Grant Program. Refer to Section 3: Completing the application for general instructions for completing the required forms.

2.2.3 GOALS AND OUTCOMES

As a result of this grant opportunity, New Jersey will increase the number of Tech Prep consortia in the state, thereby providing more opportunities for students to prepare for high skill, high wage occupations in five broad industry areas where there is a workforce shortage; meet high academic and employability competencies [Section 204(d)(5)]; transition into postsecondary education and eventual work [Section 203(c)(2)(F)]; and assist the state in obtaining more accurate data to describe Tech Prep program success.

Goals and goal outcomes are mandated by the NJDOE; however, applicants must develop objectives and performance indicators that will result in the goal outcomes identified below.

Goal 1: To extend the 2+2 Tech Prep model to include articulations with 2-year and 4-year degree granting institutions, and improve articulation and transfer systems at postsecondary 2-year and 4-year degree granting institutions to promote a smooth transition for students from secondary to postsecondary education [P.L. Section 203(a)(1)(B)(i)(aa), Section 203(a)(2)(A), and Section 203(a)(2)(A), Section 203(c)(i-ii), and Section 203(c)(E)-(F)].

Goal Outcomes:

1. Advisory committees including all major stakeholders (e.g., postsecondary administrators and faculty members, district superintendents, school principals, project directors, lead teachers, business/industry liaisons, union representatives, counselors, and students and parents) were developed to support and sustain the Tech Prep Grant Program, and to stay current with all aspects of business and industry;
2. Secondary and postsecondary educators resolved the problems that prohibited students from transitioning smoothly from secondary to postsecondary education (e.g., develop methods to identify Tech Prep students when they enter 2-year and 4-year degree granting institutions, alignment of credit systems, certification requirements of high schools);
3. Postsecondary institutions accepted and transcribed the college credit students earned in high school in the Tech Prep program of study [N.J.S.A. 18A:61C-8. Acceptance of program course credits]; and
4. Articulation agreements were developed between secondary and postsecondary institutions to ensure that a sequence of courses offered in high school were equivalent to, or aligned with a sequence of courses offered at the postsecondary level of education to avoid duplication of course work, and to facilitate a smooth transition from secondary to postsecondary education [P.L. Section 203 (c)(1)]. Consortia developed articulations between:

- a. a secondary institution, a 2-year degree granting institution, and a 4-year baccalaureate degree granting institution.

Goal 2: To develop marketing and recruitment efforts to promote the new Tech Prep program of study, and develop a plan to sustain the Tech Prep program of study.

Goal Outcomes:

1. Marketing and recruitment efforts were established to promote the new or modified Tech Prep program of study, and all students (*i.e.*, full range of students to include special populations) were provided with opportunities to engage in career exploration to help them choose career options, and enroll in a Tech Prep program of study;
2. Counselors were members of advisory committees and helped in the development of marketing and recruitment activities for new Tech Prep programs of study. Input from counselors, teachers, and administrators at all levels of education were secured to support and sustain the Tech Prep program of study; and
3. A plan is in place to sustain the Tech Prep program of study after the Tech Prep multi-year grant is over.

Goal 3: To develop new programs of study or modify existing programs of study in one or more of five career clusters (*i.e.*, Health Science; Information Technology; Education and Training; Law, Public Safety and Security; or Business Management and Administration) to provide students with opportunities to earn college credit for a coherent sequence of three or more courses in a career cluster.

Goal Outcomes:

1. Curricula were developed and aligned with, or equivalent to postsecondary academic and career and technical education courses (*i.e.*, for three or more courses) for which students earned college credit [P.L. Section 203(c)(2)(E)];
2. Students were enrolled in Tech Prep programs of study for at least a minimum of two years of secondary education followed by two or more years of postsecondary education [P.L. Section 203 (c)(2)(A)(i-ii)]. Curricula developed:
 - a. Integrated the New Jersey Core Curriculum Standards, employability, and occupational and skill standards to build student competence in technical skills and in core academic subjects (*i.e.*, English, reading or language arts, math, science, foreign languages, civics and government, economics, history and geography) [P.L. Section 203 (c)(2)(D); N.J.A.C. 6A:19-6.8(a), Content standards for vocational instruction];
 - b. Strengthened the academic and technical components of the Tech Prep program of study through the use of applied, contextual, and integrated instruction [P.L. Section 203 (c)(2)(D)]; and

- c. Were disseminated to other recipients of the Tech Prep Grant Program to provide grantees with the curricula necessary to develop programs of study around different broad industry areas. *The method of curricula dissemination will be determined by the NJDOE, and the curricula will be retained by the NJDOE for dissemination to other school districts in New Jersey who want to develop the same program of study.*
3. Secondary teachers were prepared to teach college courses to secondary students, or some other method of program delivery was developed (e.g., postsecondary faculty taught college courses to students on high school campuses, students were offered Web-based courses or ITV courses via distance learning) [P.L. Section 203(c)(3)(D); N.J.S.A. 18A:61C-1, Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of college-level instruction; scope; and, N.J.S.A. 18A:61C-4, Program providing college credit courses for high school students on high school campuses; establishment].

Goal 4: To provide all students with opportunities to enroll in Tech Prep programs of study including offering program services appropriate to the needs of special populations¹⁷ [Section 203(c)(6)].

Goal Outcomes:

1. Program services were offered to special populations (e.g., students interested in non-traditional careers, students with disabilities) so that they could enroll in Tech Prep programs of study.
2. Preparatory services were provided to all students, as needed, to help them prepare to take college coursework, and to successfully complete college coursework.

Goal 5: To provide students with structured learning experiences, or implement teaching practices in school that will help students connect the knowledge and skills they learn in school to real-world contexts through applied academics and contextual teaching [N.J.A.C. 6A:19-6.4 Structured learning experiences].

Goal Outcome:

1. Secondary students were provided with structured learning experiences (e.g., employer mentorships, internships, job shadowing, project-based learning, on-campus business enterprises, etc.) to help them understand all aspects of business and industry, and to explore career options [P.L. Section. 203(c)(2)(B)].

Goal 6: To provide teachers and administrators with staff development opportunities and other activities that will promote Tech Prep programs of study [P.L. Section 203(2)(4)(A)-(F) and Section 203(2)(5)(A-F)].

¹⁷ Special Populations: special populations include individuals with disabilities; economically disadvantaged; individuals preparing for non-traditional fields; single parents, displaced homemakers; individuals limited English proficiency.

Goal Outcomes:

1. Staff development opportunities helped teachers and administrators at all levels of education (*i.e.*, secondary and postsecondary education) [P.L. Section 203(c)(4)(A)-(F)]:
 - a. Understand Tech Prep as an approach to educational reform, and support effective implementation of Tech Prep programs of study;
 - b. Understand all aspects of business and industry, and the relevance of integrating soft skills and technical skills into curricula to prepare students for postsecondary education and eventual work;
 - c. Strengthened the academic and technical components of the Tech Prep program of study through the use of applied, contextual, and integrated instruction [P.L. Section 203 (c)(2)(D)];
 - d. provide joint training among consortia members;
 - e. Improve data entry, collection and analysis;
 - f. Encourage the use of technology in the classroom that supports the new or modified programs of study; and
 - g. Expose teachers to “best practices” that can be integrated into their classrooms.

Goal 7: To provide counselors with staff development opportunities and other activities that will promote Tech Prep programs of study [P.L. Section 203(c)(5)(A)-(F)].

Goal Outcomes:

1. Staff development opportunities helped counselors at all levels of education (*i.e.*, secondary and postsecondary education):
 - a. Understand Tech Prep as an approach to educational reform so that counselors can guide students in pursuing a career focus;
 - b. Support student progress in completing Tech Prep programs of study, and developing career plans;
 - c. Provide students with information relating to the 16 career clusters, the career focuses that they can explore within these career clusters, and employment-related information;
 - d. Ensure that students have the information necessary to transition smoothly from secondary to postsecondary education;
 - e. Stay current with the employment needs, employer expectations, and all aspects of business and industry that students can explore to choose a career focus; and

- f. Provide career guidance and exploration to students including special populations.

Goal 8: To implement evaluation methods that promote increased accountability, and develop database systems that will measure core indicators, and will track Tech Prep students from secondary through postsecondary education [P.L. Section 203(e)(1)(2) refer to 1.8 ASSESSMENT OF STATEWIDE PROGRAM RESULTS].

Goal Outcomes:

1. Database systems were developed to track Tech Prep students from secondary to postsecondary education to measure the core indicators, and VEDS were submitted to the NJDOE for review;
2. Evaluation methods were developed to assess program effectiveness and to provide students with self-assessment opportunities [N.J.A.C. 6A:19-2.4 Evaluation personnel, and N.J.A.C. 6A:19-2.6 Program evaluation]; and
3. Admissions personnel and counselors at postsecondary institutions understand all aspects of Tech Prep programs and can identify Tech Prep students when they enroll in college so that students receive college credits for courses they completed in high school.

2.3 BUDGET REQUIREMENTS

Applicants should ensure that they include a budget that implements cost-effective measures relevant to the development and delivery of the grant's stated objectives and NGO funding parameters. All applicants should thoroughly review all requested budgeted items, keeping in mind that all indirect costs are ineligible for funding.

The lead agency may retain \$129,000 of the total award. The remaining amount of the award (*i.e.*, \$50,000), must be allocated among the subgrantees (*i.e.*, community colleges, universities, other consortia partners) for program development and implementation. Tech Prep federal funds that are not expended by subgrantees must be returned to the NJDOE.

In order to focus the use of available funds on the offering of direct services, applicants are required to limit total spending of grant funds during the grant period to the budget requirements noted below. In addition, during the pre-contract revision phase, recipients of the grant will address questions and adjust fiscal line items as specified by the New Jersey Department of Education.

2.3.1 SPENDING CAPS

Spending caps have been established for certain costs, which are outlined below:

1. Fringe Benefits: Fringe Benefits will be based on the applicant's approved institutional rate. Documentation may be requested by the NJDOE.

2. Travel: Travel costs will be based on the applicant's approved institutional rate per mile and tolls in-state.
3. Meals: Grant funds may be expended for in-state meal costs of \$46.00 per day.
4. General Supplies and Equipment: LEAs and subgrantees may expend up to **25 percent** of their individual allocations for equipment. General supplies (*e.g.*, computers, and other supporting technology) will be evaluated on an individual basis. Applicants must justify the need for general supplies and equipment, and the NJDOE reserves the right to deny funding for equipment and supplies that are not deemed necessary to achieve goal outcomes.
5. No more than five percent of the grant award may be expended by the lead agency and by subgrantees to cover administrative costs. Administrative costs include funds expended for individuals to administer the grant (*i.e.*, project director/administrator), including secretaries and file clerks.
6. Out-of-State Conferences: Lead agencies can expend Tech Prep grant funds for two individuals to attend no more than two out-of-state conferences for the specific purpose of presenting their new Tech Prep models for education. Use of such funds is contingent upon the written approval of the NJDOE. Grant funds can be expended for conference fees, travel and meals costs associated with conferences.

2.3.2 INELIGIBLE COSTS

Grant funds provided through this NGO may **not** be expended for the following:

1. Indirect costs
2. Student salaries
3. Costs of individual memberships to associations or organizations
4. Costs for construction or renovation
5. Remediation
6. Costs for furniture
7. Support of career and technical education programs not approved by the NJDOE, or pre-existing occupationally approved CTE programs of study
8. Grant writing and/or fund raising activities
9. Promotional items and memorabilia that include but are not limited to pens, pencils, posters, T-shirts that are imprinted with a school logo or the name of a school program
10. Out-of-state postsecondary institutions
11. Tuition payments
12. Grant funds cannot be used to support other initiatives such as HSTW and YTTW, or any other programs supported with state or federal funds

In reviewing the Tech Prep Grant Program application, the NJDOE may determine that certain proposed costs, though not specifically identified as ineligible, are not reasonable or appropriate under this grant program and, therefore, are not allowable. In such a case, applicants may be

requested to transfer grant funds between and among existing line items during the pre-contract revision process.

The NJDOE will not make final payment to a grantee until all fiscal and program reports and other deliverables required under the Grant Agreement have been submitted to the NJDOE in acceptable form. The five percent (5%) of the grant award (less equipment funds) deducted and held by the NJDOE at the start of the program will not be released until the NJDOE receives the above requested information, and the grantee's final program and fiscal reports have been approved.

SECTION 3: COMPLETING THE APPLICATION

3.1 GENERAL INSTRUCTIONS FOR APPLYING

To apply for a grant under this NGO, you must prepare and submit a complete application. Your application will be a response to the state's vision as articulated in P.L. Section 1: Grant Program Information of this NGO. It will be planned, designed and developed in accordance with the program framework articulated in P.L. Section 2: Project Guidelines of this NGO. Your application package must also be constructed in accordance with the guidance, instructions, and forms found **only** in the DGA. You **must** use the DGA in combination with this NGO to prepare a complete application.

3.2 EVALUATION OF SINGLE-YEAR AND FIRST-YEAR APPLICATIONS

Evaluators will use the Selection Criteria found in Part I: General Information and Guidance, of the DGA to review and rate your application according to how well the content addresses Sections 1 and 2 in this NGO.

The following point values apply to the evaluation of applications received in response to this NGO:

<i>Application Component</i>	<i>Point Value</i>
STATEMENT OF NEED	5
PROJECT DESCRIPTION	30
GOALS, OBJECTIVES AND INDICATORS	5
PROJECT ACTIVITY PLAN	30
ORGANIZATIONAL COMMITMENT AND CAPACITY	5
BUDGET	25
<i>TOTAL</i>	100
SPECIAL CONSIDERATIONS: BONUS POINTS	
Development of Dual Credit Courses	5
College courses taught on high school campuses by high school teachers	5

Applicants will receive bonus points for developing dual credit programs of study, or for teaching equivalent college courses on high school campuses.

3.3 APPLICATION COMPONENT CHECKLIST

The following forms are required (see *Required ✓ Column*) to be included as part of your application. Failure to include a required form may result in your application being removed from consideration for funding. Use the checklist (see *Included ✓ Column*) to ensure that all required forms are included in your application.

(Note: The Application Title Page and all special forms are attached to the NGO. All other forms are part of the Discretionary Grant Application and can be downloaded from the Internet at <http://www.nj.gov/njded/grants/discretionary/apps/>.)

Required (✓)	Location	Form	Included (✓)
✓	NGO	Application Title Page	
✓	NGO	Tech Prep Consortium Participants' Form	
✓	NGO	Documentation of Eligibility - Workforce Investment Board Review and Recommendation Form	
✓	DGA	Board Resolution to Apply	
✓	DGA	Statement of Assurances	
✓	DGA	Project Abstract	
✓	DGA	Statement of Need	
✓	DGA	Project Description	
✓	DGA	Goals, Objectives and Indicators	
✓	DGA	Project Activity Plan	
✓	DGA	Organizational Commitment and Capacity	
✓	DGA	Budget Form A: Full-Time and Part-Time Salaries	
✓	DGA	Budget Form B: Personal Services – Employee Benefits	
✓	DGA	Budget Form C: Purchased Professional and Technical Services	
✓	DGA	Budget Form D: Supplies and Materials	
✓	DGA	Budget Form E: Equipment	
✓	DGA	Budget Form F: Other Costs	
✓	DGA	Subgrant Budget Summary	
✓	DGA	Application for Funds – Budget Summary	

Tech Prep NGO Appendix A

2007-2008

TECH PREP CONSORTIUM PARTICIPANTS' FORM

For the required membership in a consortium, please refer to Section 1, subsection 1.2: Eligibility To Apply. To be eligible for funding, a consortium must include at least one of each of the following educational partners: a secondary school (may include more than one), a community college or a proprietary institution of higher education offering a 2-year degree, and a 4-year degree granting institution. The superintendent, college or university president or dean of participating educational institutions must sign below.

Lead Agency & District Code

Chief Administrative Officer (Typed)

Chief Administrative Officer (Sign)

Partner Agency & District Code

Chief Administrative Officer (Typed)

Chief Administrative Officer (Sign)

Partner Agency & District Code

Chief Administrative Officer (Typed)

Chief Administrative Officer (Sign)

Partner Agency & District Code

Chief Administrative Officer (Typed)

Chief Administrative Officer (Sign)

Partner Agency & District Code

Chief Administrative Officer (Typed)

Chief Administrative Officer (Sign)

Tech Prep NGO Appendix B:

PROGRAMS NOT FUNDED BY TECH PREP GRANT FUNDS

Lead agencies must develop comprehensive programs of study in one or more of the following career clusters: Business Management and Administration (including finance); Education and Training; Health Science; Information Technology; and Law, Public Safety and Security.

The following school districts, however, cannot apply for Tech Prep Grant funds to modify programs of study developed in FY04—FY07 in the following Career Clusters: Information Technology or Law, Public Safety & Security.

SUBGRANTEE NAME	Career Cluster Name & Program Name(s)
Camden Academy Charter School	Law, Public Safety & Security: Criminal Justice, Paralegal; Studies, and Fire Science, Firefighter
Camden County Vocational School	Law, Public Safety & Security: Criminal Justice, Paralegal; Studies, and Fire Science, Firefighter
Collingswood School District	Law, Public Safety & Security: Criminal Justice, Paralegal; Studies, and Fire Science, Firefighter
Gloucester City School District	Law, Public Safety & Security: Criminal Justice, Paralegal; Studies, and Fire Science, Firefighter
Manasquan High School	Information Technology: Network Systems
Monmouth County Vocational School	Information Technology: Network Systems
Sterling School District	Law, Public Safety & Security: Criminal Justice, Paralegal; Studies, and Fire Science, Firefighter

Tech Prep NGO Appendix C:

SECONDARY SCHOOL DISTRICTS THAT CAN APPLY FOR TECH PREP FUNDS

The following school districts can apply for Tech Prep Grant funds to develop new or modify existing Tech Prep programs of study in the following Career Clusters: Health Science; Information Technology; Education and Training; Law, Public Safety & Security; and Business, Management and Administration.

A		
Asbury Park Public Schools	Atlantic County Special Services School District	Audubon Public Schools
Atlantic City Public Schools	Atlantic County Vocational School	
B		
Barnegat Township Public Schools	Black Horse Pike Regional School District	Bridgewater-Raritan Regional Public Schools
Bayonne Public Schools	Bloomfield Township Public Schools	Buena Regional Public Schools
Belleville Public Schools	Bogota Public Schools	Burlington County Special Services School District
Belvidere Public Schools	Boonton Township Public Schools	Burlington Township Public Schools
Bergen County Special Services School District	Bordentown Regional School Public Schools	Burlington County Vocational Schools
Bergen County Vocational School	Bound Brook Public Schools	Butler Public Schools
Bergenfield Public Schools	Brick Twp. Public Schools	
Berkeley Heights Public Schools	Bridgeton Public Schools	
C		
Camden City Public Schools	Cherry Hill Twp Public Schools	Clifton Public Schools
Camden County Vocational School	Cinnaminson Township Public Schools	Collingswood Borough Public Schools

Cape May Co. Special Services District	City of Burlington School District	Cranford Twp. Public Schools
Cape May County Vocational School	City Of Orange Township School District	Cresskill Public Schools
Carteret Public Schools	Clark Twp. Public Schools	Cumberland County Vocational School
Central Regional Public Schools	Clayton Public Schools	Cumberland Regional Public Schools
Charter Tech High School for the Performing Arts	Clearview Regional Public Schools	
D		
Delaware Valley Regional Public Schools	Delsea Regional School District	Dover Town Public Schools
Delran Public Schools	Deptford Township Public Schools	Dumont Public Schools
		Dunellen Public Schools
E		
East Brunswick Township Public Schools	Edison Township Public Schools	Emerson Public Schools
East Orange Public Schools	Egg Harbor Twp Public Schools	Englewood Public Schools
East Windsor Regional Public Schools	Elizabeth Public Schools	Ewing Township Public Schools
Eastern Camden County Regional Public Schools	Elmwood Park Public Schools	Essex County Vocational School
F		
Fair Lawn Public Schools	Fort Lee Public Schools	Freehold Regional High School District
Florence Township Public Schools	Franklin Township Public Schools	
G		
Garfield Public Schools	Glen Rock Public Schools	Greater Egg Harbor Regional Public Schools
Glassboro Public Schools	Gloucester City School District	

H		
Hackensack Public Schools	Hanover Park Regional High School District	Hoboken School District
Hackettstown Public Schools	Harrison Public Schools	Hopatcong Public Schools
Haddon Heights Public Schools	Hawthorne Public Schools	Hopewell Valley Regional School District
Haddon Township School District	Hazlet Twp Public Schools	Hunterdon County Vocational School
Haddonfield Borough Public Schools	High Point Regional School District	Hudson County Vocational School
Hamilton Township Public Schools	Hillsborough Public Schools	
Hammonton Town Public Schools	Hillside Twp. Public Schools	
I		
Irvington Township Public School		
J		
Jackson Twp Public Schools	Jersey City Public Schools	
Jefferson Twp. Public Schools		
K		
Katzenbach, Marie H.	Kenilworth Public Schools	Kinnelon Public Schools
Keansburg Borough Public Schools	Keyport Public Schools	Kittatinny Regional Public Schools
Kearny Public Schools	Kingsway Regional High School District	
L		
Lacey Township Public Schools	Lenape Valley Regional High School District	Lodi Public Schools
Lakeland Regional High School District	Leonora Public Schools	Long Branch Public Schools
Lakewood Township Public Schools	Linden Public Schools	Lower Camden Regional High School District

Lawrence Twp. Public Schools	Lindenwold Borough Public Schools	Lower Cape May Regional School District
Lenape Regional Public Schools	Livingston Twp. Public Schools	Lyndhurst Twp. Public Schools
M		
Madison Public Schools	Middle Twp. Public Schools	Monroe Township Public Schools
Mahwah Twp. Public Schools	Middlesex Co. Educational Services Comm.	Montclair School District
Mainland Regional School District	Middlesex County Vocational School	Montville Twp. Public Schools
Manasquan Public Schools	Middlesex Public Schools	Montgomery Twp. Public Schools
Manchester Twp. Public Schools	Middletown Twp. Public Schools	Moorestown Township Public Schools
Maple Shade Twp. Public Schools	Millville Public Schools	Morris Hills Regional Public Schools
Mercer County Special Services School District	Millburn Township District	Morris School District
Mercer County Vocational School	Monmouth County Vocational School	Mount Olive Township Public Schools
Metuchen Public Schools	Monmouth Regional High School Dist.	
N		
Neptune Township Public Schools	Newton Public Schools	North Valley Regional School District
New Brunswick Public Schools	North Arlington Public Schools	Northern Burlington County Public Schools
New Milford Public Schools	North Bergen Public Schools	Northern Highlands Regional School District
Newark Public Schools	North Plainfield Borough Public Schools	Nutley Public Schools
O		
Ocean City Public Schools	Ocean Township Public Schools	

Ocean County Vocational School	Old Bridge Township Public Schools	
P		
Palmyra Borough Public Schools	Paulsboro Public Schools	Piscataway Twp. Public School District
Paramus School District	Pemberton Township School District	Pitman Public Schools
Parsippany-Troy Hills Twp School District	Penns Grove-Carneys Point Public Schools	Pittsgrove Township Public Schools
Park Ridge Public Schools	Pennsauken Twp. Public Schools	Plainfield Public Schools
Passaic City Public Schools	Pennsville Township Public Schools	Pleasantville City Public Schools
Passaic Co. Educational Services	Pequannock Twp. Public Schools	Plumsted Township School District
Passaic County Manchester Regional School District	Perth Amboy Public Schools	Point Pleasant Public Schools
Passaic County Vocational School	Phillipsburg Public Schools	Pompton Lakes Public Schools
Passaic Valley Regional High School	Pine Hill Borough Public Schools	Princeton Regional School District
Paterson Public Schools	Pinelands Regional Public Schools	
R		
Rahway Public Schools Public Schools	Ridgefield Park Public Schools	Roselle Borough Public Schools
Ramapo Indian Hills Regional Public School	Ridgefield Public Schools	Roselle Park Public Schools
Ramsey Public Schools	Ridgewood Village Public Schools	Roxbury Twp. Public Schools
Randolph Twp. Public Schools	River Dell Regional Public Schools	Rutherford Public Schools
Red Bank Regional High School District	Riverside Twp. Public Schools	

S		
Saddle Brook Twp Public Schools	South Amboy Public Schools	Southern Regional School District
Salem City Public Schools	South Bergen Jointure Comm.	Sparta Township Public Schools
Salem County Special Services School District	South Brunswick Twp. Public Schools	Spotswood Public Schools
Sayreville School District	South Hunterdon Regional School District	Springfield Public Schools
Scotch Plains-Fanwood Public Schools	South Orange-Maplewood Public Schools	Sterling High School District
Shore Regional High School	South Plainfield Public Schools	Summit City Public Schools
Somerset County Vocational School	South River Public Schools	Sussex County Vocational School
T		
Teaneck Public Schools	Toms River Regional School District	
Tenafly Public Schools	Trenton School District	
U		
Union City Public Schools	Union County Vocational School	Upper Freehold Regional Public Schools
Union County Educational Services Comm.	Union Township Public Schools	
V		
Vernon Township Public Schools	Verona Public Schools	Vineland City Public Schools
W		
Waldwick Public Schools	Wayne Twp Public Schools	Westwood Regional Public Schools
Wall Twp. Public Schools	Weehawken Twp. Public Schools	Wildwood City Public Schools
Wallington Public Schools	West Deptford Twp. Public Schools	Willingboro Twp. Public Schools

Wallkill Valley Regional Public Schools	West Milford Township Public Schools	Winslow Twp Public Schools
Warren County Special Service	West Morris Regional High School District	Wood-Ridge Public Schools
Warren Hills Regional School District	West New York Public Schools	Woodbridge Twp. Public Schools
Washington Twp. Public Schools	West Orange Public Schools	Woodbury Public Schools
Watchung Hills Regional School District	Westfield Public Schools	Woodstown-Pilesgrove Regional Public Schools

APPENDIX D
LIST OF ACRONYMS

A	ACRN	America's Career Resource Network
	ADP	America Diploma Project
	AFNR	Agriculture, Food and Natural Resources
	AMO	Annual Measurable Objectives
	AP	Advanced Placement
	AYP	Adequate Yearly Progress
C	CASE	Curriculum of Agricultural Sciences Education
	CDE	Career Development Education
	CFR	Code of Federal Regulations
	CIP	Classification of Instructional Programs
	COEI	Center for Occupational and Employment Information
	CTE	Career and Technical Education
E	EWEG	Electronic Web-Enabled Grants
F	FAUPL	Final Agreed Upon Performance Levels
G	GED	General Educational Development
	GIS	Geographic Information Systems
	GPS	Global Positioning Systems
H	HSPA	High School Proficiency Assessment
	HSTW	High Schools That work
I	IDEA	Individuals with Disabilities Education Act
	IEP	Individualized Education Program
M	MLUC	Municipal Land Use Center
N	NAF	National Academy Foundation
	NAPE	National Alliance for Partnerships in Equity
	NCES	National Center for Educational Statistics
	NCLB	No Child Left Behind
	NGO	Notice of Grant Opportunity
	NJAC	New Jersey Administrative Code
	NJ CCCS	New Jersey Core Curriculum Content Standards
	NJCCVTS	New Jersey Council of County Vocational-Technical Schools
	NJCHE	New Jersey Commission on Higher Education
	NCRC	Nontraditional Career Resource Center
	NJCCCP	New Jersey Council of County College Presidents
	NJDA	New Jersey Department of Agriculture
	NJDCF	New Jersey Department of Children and Families
	NJDOC	New Jersey Department of Corrections
	NJDOE	New Jersey Department of Education
	NJJJC	New Jersey Juvenile Justice Commission
	NJLWD	New Jersey Department of Labor and Workforce Development
	NJPEP	New Jersey Professional Education Portal
	NJ PLACE	New Jersey Pathways Leading Apprentices to a College Education
	NJSA	New Jersey Statutes Annotated

	NJVASA	New Jersey Vocational Administrators and Supervisors Association
	NLC	National Leadership Cadre
	NOCTI	National Occupational Competency Testing Institute
	NRCCTE	National Research Center for Career and Technical Education
	NWLC	National Women's Law Center
O	OGM	Office of Grants Management
	OVAE	Office of Vocational and Adult Education
	OVTCIP	Office of Vocational-Technical, Career and Innovative Programs
P	PLTW	Project Lead The Way
S	SAE	Supervised Agricultural Experience
	SBOE	State Board of Education
	SCTI	Sustainability Career Track Initiative
	SETC	State Employment and Training Commission
	SLE	Structured Learning Experiences
	STEM	Science, Technology, Engineering and Mathematics
T	TCNJ	The College of New Jersey
U	USDOE	United States Department of Education
V	V-TECS	Vocational-Technical Education Consortium of the States
	VEANJ	Vocational Education Association of New Jersey
	VEDS	Vocational Education Data System
W	WIB	Workforce Investment Board
	WNJPIN	Workforce New Jersey Public Information Network
Y	YTTW	Youth Transitions to Work